DOCUMENT RESUME

ED 125 552 95 IR 003 636

TITLE Report and Recommendations, Interstate Project on Dissemination.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

PUB DATE 1 Jan 76

NOTE 200p.

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage.

DESCRIPTORS Change Agents; Cooperative Planning; *Diffusion; Educational Coordination; Educational Improvement; Educational Innovation; *Educational Legislation; Educational Research; Federal Legislation; Federal Programs; *Federal State Relationship; *Information Dissemination; Information Needs; Information Networks; Information Utilization; Interagency Planning; *State Departments of Education

IDENTIFIERS Interstate Project on Dissemination; IPOD

ABSTRACT

An extensive study was made of information dissemination by a compact of seven state education agencies which formed the Interstate Project on Dissemination. First an historical perspective for information dissemination was developed, followed by an examination of legislation and regulations pertaining to dissemination. Suggestions were formulated for building a planning framework. This report documents the study and concludes with eight recommendations for action. Three appendixes include a list of federal education dissemination laws and regulations, a list of agents responsible for dissemination requirements, and a categorical analysis of dissemination requirements. (CH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED125552

Report and Recommendations

Interstate Project on Dissemination

January 1, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

IR 003 636

PREFACE

The educational community waits expectantly for evidence of benefits from the millions of dollars expended to invigorate educational practice.

Researchers promise that learning experiences for children and youth can be more useful, stimulating, and effective. But, too many of our children and youth still cannot read. High school dropout rates continue to rise. More and more school districts are finding that the only line of communication between teaching staff and administration is through union representatives. The cost of educational effort continually moves upward while results sometimes appear to remain static and public support retreats. Problems such as these continue to face the educational practitioner today.

Fortunately, many alternative solutions to such problems have been developed. Unfortunately, however, few of these solutions have been implemented in schools across the nation. With pride, educators at the local, the state, and the federal levels can point to schools in which dramatic improvements have occurred. With alarm, it must be acknowledged that there is a real lack of success in the consistent and systematic sharing of worthwhile practices and information and in seeing them subsequently adopted in numerous other school situations.

In short, various solutions to many of the most pressing educational problems do exist; but failure to adequately identify these solutions and failure to translate them into widespread use still persists. While well-intentioned educational practitioners, uneasy students, and hopeful parents await a better day for the total schooling process, many well-documented practices and much useful information designed to meet today's problems lie unnoticed on shelves heavily laden with potentially useful reports.

In response to these concerns, the National Institute of Education awarded a study grant to an interstate compact consisting of seven states to design and conduct an analysis of state education agency perspectives on issues relevant to federal-state dissemination roles. This Interstate Project on Dissemination (IPOD), is an outgrowth of the discussions of the National Dissemination Conference (February 13-15, 1974) and a subsequent planning meeting (March 20-22, 1974) under the auspices of the Council of Chief State School Officers Dissemination Secretariat contract.

Participating states in IPOD include: KENTUCKY, MONTANA, NEW JERSEY, NORTH CAROLINA, OREGON, RHODE ISLAND, AND TEXAS. Administratively, the project is managed by a Board of Governors with one representative from each participating state.

As an initial task, the Board of Governors drafted the following statement of purpose and working objectives:

PURPOSE

To form an interstate compact of seven state education agencies (the Interstate Project on Dissemination) to study the alternative ways through which state education agencies might serve as viable intermediaries between the National Institute of Education and other federal agencies and local education agencies in the process of achieving utilization of research and development products and practices in elementary and secondary schools.

OBJECTIVES

1. To identify, collect, analyze, and synthesize from previous efforts those statements defining the roles and relationships which do, in fact, or should exist between and among state and federal educational agencies, National Institute of Education's Office of Dissemination Resources, and the United States Office of Education in regard to dissemination.

2. To analyze federal educational legislation and federal program rules and regulations for clarification of the requirements related to dissemination.

3. To identify and describe the activities and resources of a comprehensive state dissemination program.

ED 093 003

4. *To use the results of Objectives 1 through 3 to prepare recommendations:*
   - *to the National Institute of Education and state education agencies, on activities which might be undertaken to improve the relationships that should exist.*
   - *to state education agencies, on alternative ways in which state education agencies might implement a dissemination program in compatability with the federal laws and regulations.*
   - *to federal agencies, on changes which may be needed in rules and regulations which are related to dissemination.*

The study, analysis, and recommendations of the Interstate Project on Dissemination have been generated from the unique perspective of the state education agency (SEA). A comprehensive dissemination process must include the many groups which make up the local, state, regional, and federal levels of educational activity. Furthermore, to be effective, such a process must maintain cooperation between and among these various groups and foster a multi-directional flow of informational and technical resources. IPOD views the SEA as the primary linkage in this exchange.

It should be noted that educational systems in each of the seven states participating in this effort are organized with different legal, political, and financial arrangements. Since this study includes the experience of a variety of practitioners located in different state agencies, the results are broadly reflective of the problems, needs, and possible remedies suitable to the varied situations found in the many states and territories.

In considering the history of educational dissemination, its present dilemma, and its future, IPOD confronted many interrelated issues and questions. For example:

- What is dissemination? How is it defined? What does it do? And furthermore, how does one know when it has been accomplished?
- What are the roles of the United States Office of Education (USOE), the National Institute of Education (NIE), state education agencies, regional laboratories, and schools of education in disseminating the results of publicly funded research and development projects, their findings, and products? Are the roles and relationships between NIE, USOE, and SEA's cooperative and supportive, or are they competitive and non-supportive?
- What is the capacity of the state education agency in meeting its responsibilities in a statewide and nationwide dissemination program? What is the commitment? How can present capacity and commitment be forged into a more economical, effective, and productive effort?
- Under what obligations, related to dissemination, do researchers, institutions, agencies, and local units operate when accepting publicly financed research and development grants? What kinds of reports are required? Are file reports merely a device to meet auditing and monitoring requirements? Do the printing and publishing of findings, with their explanations and evaluations, meet the recipients' needs? And, do those who need and want to implement tested and proven innovations receive the necessary information, materials, and technical resources?
- What are the legal mandates — laws, rules, and regulations — designating the responsible agents and outlining the requirements for dissemination? Do these mandates clarify, promote, and support a national educational improvement process, or are they vague, confusing, and prohibitory? Are legal mandates accompanied by funds for meeting the expressed legislative intent?
- Does a national dissemination system exist, or is it a myth? And, if a myth, how might it be transformed into reality?

Questions such as these have stimulated the investigation by IPOD participants. A mass of information has been reviewed by IPOD in an attempt to clarify the questions previously posed. To arrive at final and absolute answers and solutions to the problems presented herein is far beyond the scope of this report. Rather, the purpose of this work is to delineate major areas of concern related to dissemination and to provide guidance and direction for additional study of this vital and complex area.

CONTENTS

	Page
Preface	ii
List of Tables	v
List of Figures	v
Chapter 1. Gaining an Historical Perspective	1
Chapter 2. Examining Legislation and Regulations	17
Chapter 3. Building a Framework for Planning	31
Chapter 4. RECOMMENDATIONS	53

APPENDICES

Appendix A. Federal Education Dissemination Laws and Regulations	61
Appendix B. Agents Responsible for Dissemination Requirements	183
Appendix C. Categorical Analysis of Dissemination Requirements	193

LIST OF TABLES

		Page
1.	Major Milestones in Development of National Dissemination Capacity	4
2.	Agents Charged with Responsibility for Dissemination by Law and/or Regulation and Number of Requirements for Each Agent	19
3.	Development and Dissemination Requirements by Responsible Agent and By Source of Requirement	21
4.	Dissemination Requirements by Category	22
5.	Target Audiences for Dissemination Activities	23
6.	Dissemination Requirements by Responsible Agents for All Statutory Development Requirements	24

LIST OF FIGURES

1.	Coordinating Change Agent Activities with the Client's Adoption Activities	11
2.	The SEA as a Linking Organization	33
3.	Information and Program Development	35
4.	An SEA Dissemination System	36
5.	The Information Component	38
6.	The Linkage Component	41
7.	The Incentives Component	44
8.	A State Education Agency Dissemination System	46

Chapter One, Gaining an Historical Perspective

Introduction

Responsibilities for education are shared by the federal, state, and local governments. These governmental levels have frequently been described as partners, with each doing those things it can do best but all cooperating in the effort toward a common purpose. In actual practice, however, roles and relationships have not been clearly defined. This is especially true with regard to encouraging utilization of the products and practices resulting from educational research and development (R&D). Here, what each partner should do needs to be delineated.

As a first step in specifying what these roles and relationships should be, IPOD conducted a search to identify definitions of dissemination as set forth by various federal and state agencies and organizations. Next, statements were identified defining the roles and relationships which do in fact exist or which should exist relative to dissemination between and among state and federal education agencies. The information in this chapter is presented in three sections:

- The first section includes definitions of dissemination which have guided actions of various professional groups over the years. A major finding of this part of the study is that no single definition is accepted by all groups.
- The second portion of the chapter contains statements describing roles and relationships between and among state and federal education agencies. The source documents were federal legislation, records of Congressional debate, statements from the Council of Chief State School Office (CCSSO), and publications reflecting positions of federal agencies and individual states.

  These statements indicate that no clear delineation of roles and relationships exists and that substantial fragmentation of responsibilities, as well as duplication of effort, occurs.
- The third part attempts to trace the development of certain unfortunate aspects of these relationships as well as the development of the dissemination process itself. An attempt is made to indicate what these desired relationships should be.

Definitions

One of the major problems in establishing what each educational partner should do and in determining what roles and relationships should exist has been the wide variety of viewpoints on just what constitutes *dissemination.* A survey of selected documents reveals a number of differences of opinion.

Traditionally, dissemination has been used in its generic meaning of "spreading abroad as though sowing seeds." Even though the concept of "dispersing throughout a target field" has been implicit in a number of definitions, emphasis has been on a one-way broadcasting system — outward from a central storehouse. Usage now appears to have established two concepts of dissemination. In the narrower sense, dissemination has been limited to the traditional, one-way-flow-of-information concept. Dissemination activities developed by those holding this view have been perceived as primarily designed to create awareness of and interest in new programs and products. In its broader sense, dissemination has been used to include activities usually associated with diffusion and implementation of new practices — such as providing technical assistance, with emphasis on developing two-way communication.

An analysis of twelve definitions identified by the survey reveals that eight limit the meaning of dissemination to the one-way flow-of-information concept; four broaden it to include activities associated with bringing about desired educational change. Examining definitions in light of their time of origin indicates that earlier definitions are more likely to be restricted to flow-of-information, while more recent ones, with some exceptions, include activities designed to bring about change. Further review of the definitions in terms of source of origin indicates that federal agencies, both the National Institute of Education and the U.S. Office of Education, use the term dissemination in the broader sense to encompass diffusion. Among state education agencies there has been specific shifting in usage. Earlier SEA references appear to limit dissemination to its narrower one-way-flow-of-information concept; more recent usage has moved toward a broadened view.

Perception of roles and responsibilities may account for this apparent dichotomy. Prior to the sixties many state education agencies tended to view their role as regulatory; consequently, it is not surprising to find that earlier definitions associated with states are somewhat limited. Activities to bring about desired change represent relatively new and additional responsibilities for some SEA's; others, willing as they are to take up these functions, may lack the required organizational and budgetary support to broaden their responsibilities. To complicate matters, differences in interpretation of dissemination may be found not only among SEA's but also within a given state education agency. Certain staff members adhere to one view of what dissemination incorporates; whereas, others espouse a different view.

Federal agencies, on the other hand, have increasingly interpreted their dissemination mandates under legislation as primarily concerned with promoting educational change. This broadening interpretation of the term to include those activities which some associate only with diffusion has been quite natural; moreover, this perception seems in keeping with the rather generally accepted notion of Congressional intent. For example, *Education Daily,* May 13, 1975, reported; "Congress wants the 'products' of government-funded research and development to get into classrooms."

It goes almost without saying that variations in perceptions of those activities which should be subsumed under dissemination create problems. Using the same language to convey different concepts results in misunderstandings. A state may believe it is fulfilling its dissemination responsibilities by providing for awareness activities only. Yet, a quite different view of what responsibilities should have been undertaken may have been in the minds of those who mandated the dissemination. To alleviate the problem, some educators have suggested that a new term, such as knowledge utilization, replace the current term, dissemination. Thus far, however, there has been no consensus on a substitute. Until there is common understanding regarding the parameters of dissemination, communication among federal, state, and local education partners will be hampered and understanding of and commitment to appropriate roles and relationships in providing financial support, leadership, and technical assistance for improving education will be adversely affected.

Sample definitions of dissemination, arranged chronologically, are listed below:

1. "Dissemination refers to information flow. Adoption and diffusion are . . . beyond dissemination." (Wayne M. Carle, Assistant Superintendent of Public Instruction, Ohio, *Role of the State Educational Agency in the Dissemination of Information.* A United States Office of Education paper. 1968.)
2. "Dissemination is used [to refer to]: 1) spread of information to a receptive audience; 2) the effort to induce large-scale change by a wide variety of activities; and 3) intensive effort to transmit skills and approaches to selected groups of practitioners." (*Dissemination in the R&D Center: A Position Paper.* Occasional Paper Number Four. Ed 088 515. 1968.)
3. "Dissemination is defined as the sending of information either about the results of *research* or the products of *development* or the methods and materials being *demonstrated.* Included are all forms of information transmission, as by consultation or face-to-face communication, telephone calls, manuals, films, recordings, exhibits, brief conferences, and short meetings — but only when the information is about research, development or demonstration as defined here." (Henry M. Brickell, *A Survey of State Education Department Research, Development, Demonstration, Dissemination, and Evaluation.* 1969. Also quoted by Stanley J. Salet, Assistant Commissioner of Education, New Jersey, in *The National Institute of Education.* A position paper prepared for the Council of Chief State School Officers. 1971.)
4. "Dissemination of information [refers to] activities concerning the use of all communication media to disseminate the results of study, research, and evaluation to the legislature, the education community, and the general public." (USOE Handbook VII, *The State Education Agency.* 1971.)
5. "Dissemination [means] those functions of an SEA concerned with strengthening educational practice through identifying promising new programs and sending out information about them through a variety of media to a variety of audiences." (Virginia M. Cutter, *Improvement of the*

Dissemination Function of State Departments of Education. USOE Project No. 0-0688. September 1971.)

6. "Dissemination and publications [should include the following activities]:
   - Design, implement, and coordinate a system of dissemination.
   - Identify areas of need, set priorities for meeting needs.
   - Identify exemplary practices worthy of replication.
   - Identify audiences and design dissemination activities to fit.
   - Disseminate exemplary practices to LEA's.
   - Establish demonstration centers.
   - Prepare and distribute public information vehicles — news releases, radio/TV spots, films, addresses, etc.
   - Coordinate publications among program units.
   - Prepare, publish, and distribute curriculum and program guides, handbooks, or other leadership documents." (*Management Assessment System,* by Abt Associates, Inc. 1971.)
7. "Dissemination is communication about the operation and outcome of an educational activity in order to create an awareness and understanding of its value leading to adaption and adoption." (USOE *State Management Review.* 1971.)
8. "Dissemination is a system for achieving implementation of improved practices and programs in schools." (A position paper concerning dissemination from the Council of Chief State School Officers. 1972.)
9. "Dissemination is that part of the diffusion process dealing with communication of information." (C. Mojkowski, *Proceedings, National Dissemination Conference.* February 1973.)
10. "Dissemination [refers] primarily to the flow of information, by whatever means; change strategies [is] used to refer to a coordinated series of activities or programs designed to bring about educational improvement." (Virginia M. Cutter, *Dissemination: Policies, Procedures, Programs.* 1974.)
11. "Dissemination: The act of creating an awareness of and interest in selected projects (validated practices that are solutions to needs or problems) among identified audiences. Activities might include the conduct of educational fairs and conferences, the production and distribution of printed and audio-visual materials, and personal communication." (*A Handbook for ESEA Title III State Advisory Council Members.* 1974.)
12. "For the purpose of this concept paper, dissemination is defined as a two-way process for:
    (a) communicating educational needs and problems among educational practitioners, policy makers, and knowledge producers; and
    (b) facilitating rational consideration and the appropriate utilization of the outcomes of research and development, effective educational practice, and other knowledge that can be used for the improvement of education." (*Major Concepts Under Consideration for a State Dissemination Program Description.* NIE. January 15, 1975.)

ROLES AND RELATIONSHIPS

Over the years each of the three education partners — federal, state, and local — has assumed responsibilities for dissemination. Some of these activities have been assigned as a matter of public policy by legislative action. Others have developed in response to some need or particular situation and have been continued as routine operation, eventually gaining status as a "traditional responsibility." History reveals that the education partners have cooperatively contributed to the improvement of dissemination capabilities. Table 1 presents a chronological review of the major milestones in this improvement effort.

TABLE 1. MAJOR MILESTONES IN DEVELOPMENT OF NATIONAL DISSEMINATION CAPABILITY

1965	The U.S. Office of Education (USOE) implemented the Educational Research Information Center (ERIC), soon renamed the Educational Resource Information Center, to acquire, process, and store easily retrievable educational information for practitioners.
1969	USOE called the first National Dissemination Conference in Alexandria, Virginia, which brought together representatives from state education agencies to examine dissemination efforts within SEA's and to explore ways to improve capabilities.
1970	USOE established the National Center for Education Communication (NCEC) to become the focus for expanded efforts in information dissemination.
	NCEC funded the Texas Education Agency for the purpose of operating a project to strengthen state dissemination programs, by holding national conferences and providing other opportunities for opening lines of communication between and among SEA's and USOE.
	NCEC also funded three pilot projects — Oregon, South Carolina, and Utah — for testing the feasibility of the extension agent model on dissemination.
	The second National Dissemination Conference was held in Austin, Texas.
1971	The third National Dissemination Conference was held in Columbia, South Carolina.
	South Carolina became the funding agent for the second phase of the National Dissemination Project. The conferences were continued and information efforts were increased with establishment of a dissemination newsletter.
	A small number of additional states were funded to establish information services, some with limited extension agent capabilities.
	The fourth National Dissemination Conference was held in St. Louis, Missouri.
1972	Congress established the National Institute of Education with dissemination among its special charges; NCEC activities and staff were transferred to NIE.
	The fifth National Dissemination Conference was held in Columbia, South Carolina.
1973	The Council of Chief State School Officers became the funding agent for the National Dissemination Project.
	The sixth National Dissemination Conference was held in Chevy Chase, Maryland.
1974	The seventh National Dissemination Conference was held in Washington, D. C. It had a dual emphasis: 1) opening lines of communication between and among state education agencies and NIE, and 2) continuing the strengthening of state competencies in dissemination.
1975	The eighth National Dissemination Conference was held in Washington, D. C.
	NIE began a program to strengthen state dissemination capabilities through a series of capacity building and special project grants.

As the elder federal partner, the U.S. Office of Education has long been active in dissemination. Public Law 90-247 sets forth the legal mandate of the Office:

> which shall be the primary agency of the federal government responsible for the administration of programs of financial assistance to educational agencies, institutions, and organizations. The Office [under the authority of the Commissioner] shall prepare and disseminate to state and local education agencies and institutions information concerning applicable programs and shall cooperate with other federal officials who administer programs affecting education in disseminating information concerning such programs; inform the public on federally supported education programs; prepare and publish an annual report on (1) the condition of education in the nation, (2) developments in the administration, utilization, and impact of applicable programs, (3) results of investigations and activities by the Office of Education, and (4) such facts and recommendations as will serve the purpose for which the Office of Education is established.

At the same time, federal legislation concerning various USOE programs has also required state dissemination in particular areas. For example, legislation for Title I, Elementary and Secondary Education Act, mandates that each applicant, state or local shall provide:

> that effective procedures will be adopted for acquiring and disseminating to teachers and administrators significant information derived from educatonal research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

These legal directives for dissemination in various pieces of legislation — Titles I and III, ESEA, and the Vocational Education Act, for example — have resulted in fragmented efforts at both the federal and state levels. Rightly or wrongly, the interpretation, particularly at the federal level, has been that separate mandates implied separate staffs, separate operations, separate implementation. Such a view, it is felt, has been detrimental to the development of a comprehensive dissemination system either at the federal or state levels.

When the newest member of the federal partnership, the National Institute of Education, was created, the enabling legislation also recognized dissemination and authorized the Director, "through the Institute, to conduct educational research; collect and disseminate the findings of educational research; . . ."

The dichotomy resulting from legislation mandating dissemination by both federal educational agencies was recognized by the members of the Conference Committee. The *Congressional Record* — House, May 23, 1972, contained the following clarification:

> The conferees intent is that the whole complex set of dissemination/utilization functions that are desirable in this area [become] a major responsibility of the National Institute of Education. This set of functions should include, but not be limited to, the present and proposed fiscal year 1973 activities of NCEC [the National Center for Educational Communication] . . . These functions also should include other dissemination activities that might be tailored to the Institute's products and programs in the future . . . This range of functions will provide the Institute with an array of dissemination capabilities, from the single most significant machine information retrieval system to the present system of dissemination agents in the field, who work with states, local agencies, and teachers to help them apply the best of current knowledge to their problems . . . Obviously, the Office of Education must have the capability to disseminate information about its own programs and their results. The conferees expect, therefore, that the Office of Education will continue these functions with respect to the publication of information about specific categorical or formula grant programs that have been authorized by law. The conferees do not, however, intend that the Office of Education undertake the major responsibilities of dissemination which are vested in the Institute. Joint dissemination activities are provided for in the appropriate section.

Congressman Brademas, one of the sponsors of the legislation creating NIE, sensed that among the rules of the Institute would be that of a "strengthening of the linkage between research and development and educational practice." He seemed clearly aware of the state's responsibility as a "linker," noting that "state education agencies . . . have experience as channels to local districts for program improvement."

NIE's position on its role was contained in a statement from Dr. Thomas Glennan, then Institute Director, which was read by Dr. Charles Haughey at the National Dissemination Conference in February, 1973:

> As a young agency with an enormous responsibility, NIE needs now to develop a clear understanding of what goals are appropriate for us and how we can best undertake the work of reaching those goals . . . Dissemination and concern for the practitioner is one of the highest priority concerns within NIE . . . We want to examine a way in which the Institute's activities should be related to educational practice . . . The dissemination responsibilities that were given to us by Congress involve a number of programs that have direct and daily application to your [state's] work. Within practical limitations we will try to carry forward those things that are most essential to your work. The ERIC operation, for example, will continue . . . as it has and we will continue to improve the computer systems on which many of you rely for access to ERIC information.
>
> Planning for other segments of the dissemination program presents us with some problems. We are convinced that there is a need for information analysis products. What they should be and who should prepare them under what circumstances is less clear. The question of communication linkages between NIE and practitioners is another difficult issue . . .
>
> We need time to take a careful look at what has been done and to develop and assess alternative plans for different approaches. To you, I would emphasize an exclusive component of NIE linking activities. We expect to see the state agencies represented among whatever experimental linkage activities we undertake . . .

The whole matter of state and federal roles and relationships has been explored by the Council of Chief State School Officers in two volumes: *State and Local Responsibilities for Education* (1968) and *State and Federal Relationships in Education* (1971). The Council periodically sets forth its position in statements which have been voted upon by the membership. The following position statement recapitulates the attempt of the CCSSO bulletin, *State and Local Responsibilities for Education,* to define the roles of local, state, and federal governmental levels through a broad, although necessarily restricted, treatment. The Council described the following roles:

> The Local Role
>
> Primary responsibility for comprehensive programs from nursery through graduate school should rest with local legal and professional authorities. They should operate the public schools and carry the heaviest responsibilities of which they are capable in defining, organizing, housing, staffing, financing, and conducting educational programs.
>
> The State Role
>
> The state is finally responsible for acceptable levels of quality programs of instruction within its borders. It is also responsible for supplying the necessary funds to all local education agencies required to establish and maintain such programs. The state should encourage and assist all local education agencies to meet and to exceed as far as possible all minimum standards of instruction and financing.
>
> The state education agency should provide leadership in determination of the instructional programs to be provided in the schools, working in close cooperation with local education authorities in establishing and maintaining instructional programs of increasing quality.
>
> The state should supply funds to augment local funds in providing at least minimum programs in the local schools and with incentives to exceed such minimums. Federal

funds should also be allocated within the state by the state agency to strengthen local programs. The state agency should coordinate the reports on local uses of state and local funds, and assume primary responsibility for reporting to the federal government on the federal share.

The Federal Role

The federal government has a significant role in education based on its concern for the national welfare . . . The federal government should assist the states financially in these endeavors, but should not seek to require uniformity among the states through regulations or other techniques affecting eligibility of state or local education agencies to receive federal funds.

Another CCSSO publication, *State and Federal Relationships in Education,* discusses in detail the roles and relationships which should exist in regard to dissemination. The Council recognized that, "information about education should be collected and disseminated nationally." The Council also urged the U.S. Office of Education to help "state agencies analyze their strengths and weaknesses and [assist] in the development of strong, active departments that will meet the partnership requirements and provide leadership in management systems, instructional systems, dissemination systems, and information systems." Among the kinds of direct consultative assistance to achieve these objectives which the Council of Chief State School Officers perceived as beneficial was that of "disseminating promising exemplary practices to state and local education agencies, including ideas for improved operation of state agencies as well as local agency programs."

At the same time, the Council reaffirmed its traditional position in support of local and state autonomy, declaring that

> in order to promote efficiency and to retain state and local control of education programs, all federal participation in public education should be through the regularly constituted state education agencies. No federal agency should deal directly with any school, school system, or any political subdivision of a state on any education project or activity except with the prior approval of the chief state school officer.

The Council reiterated its belief that the state's role in public education should include, "demonstrating and disseminating, serving as the communications link between the federal government, regional laboratories, research and development centers, and local districts."

In further describing the state's role in dissemination, the Council noted:

> Department specialists can transmit information about new concepts and practice through their work with local districts. State and local district conventions, institutes, workshops, and committee meetings are convenient occasions for reporting pertinent research and development findings and outputs and their implications for education. Demonstration projects are an excellent means of disseminating new ideas and procedures and can be conducted in local school districts or in a state-sponsored experimental center. Interschool and interdistrict visits by teachers and administrators are another method of publicizing successful experimental projects and should be encouraged. Publications of all types, both regular and special, should also be utilized in the process of dissemination within the profession.
>
> It is necessary also to disseminate important research and development findings and outputs to boards of education, community groups, and citizens interested in public education. This information should be presented in nontechnical language and attractive format. Appropriate media include state department publications, films, and filmstrips, reports to boards of education, talks to community groups, and releases or arranged coverage via newspaper, radio, and television.
>
> Demonstration activities are essential if those in the local school districts are to have the opportunity to see innovative ideas in actual operation. They may then choose among a variety of innovations for those which best suit their purposes. The state has a responsibility to provide opportunity for local districts to participate in such activities.

State departments of education should set aside state monies to be used for furthering innovation and could establish statewide decentralized programs for the diffusion of educational inventions.

The Office of Education should look upon the state agencies as the clearinghouse for educational research findings and development outputs that appear to be ready for diffusion and dissemination. To eliminate duplication of effort and to assure that information will be available to the state agency, where the primary responsibility should rest for diffusion and dissemination, the Office should direct major leadership and funding efforts toward dissemination of research and development through the state agency. A firm link should be established between state agencies and the Educational Resource Information Center system (ERIC).

Funds for the purposes of dissemination and installation should be sufficient to enable state agencies to operate workshops and otherwise disseminate, stimulate, and train personnel in the specific activities.

Without funds being made available, and other funds from the state being added, little in the way of actual impact at the local classroom level will be attained.

With the advent of NIE, the Council adopted the following position statements consistent with its earlier statements relating to USOE:

- The Council of Chief State School Officers expects that the National Institute of Education will emphasize the implementation of improved practices. To this end, the Council desires that NIE be administered with fullest possible participation by the states.
- Establishment of development and dissemination activities [should be regarded] as a primary organizational and budgetary priority of NIE, with emphasis upon funding of operational dissemination activities rather than further theoretical development of dissemination models.
- Organization and practices within NIE that support and recognize the state education agencies as the primary organizational unit for articulation between NIE and the local education agencies [should be encouraged].

In 1974, when NIE was facing considerable challange by the Congress, the Council reaffirmed its "strong professional support for a vigorous federal research, development and dissemination program," once again stressing that "association with state education agencies can accelerate and assure to some degree NIE's achievement of its Congressional charge." The report of the CCSSO Task Force on NIE from which the resolution was extracted also repeated the need for regular and meaningful consultation with chiefs and SEA staff members for emphasis on operational funding rather than development of theoretical dissemination models, for recognition of SEA's as the primary organizational unit interfacing between NIE and LEA's, and for concentration on staff training and development activities.

Although Council statements reflect the position of a majority of member states, they do not necessarily reflect the philosophy of any individual state. In view of this, examination of a sampling of individual state action and opinion is now in order.

At the National Dissemination Conference of 1970 it was observed that "dissemination in state departments of education is fragmented; [that] there appears to be a lack of coordination of dissemination activities, and [that] there may be a lack of commitment to dissemination as a major function of an SEA." (*Improvement of the Dissemination Function of State Departments of Education,* report of the 1970 Conference.)

In 1972 a South Carolina study of state dissemination practices based upon an analysis of USOE management reviews of 27 SEA's indicated "there are efforts within state education agencies to encourage the implementation of change."

The report also stated:

> In many state education agencies funding is a major handicap. Other state education agencies are solving this problem by attempting to coordinate proposals for funds under several federal and state programs.
>
> In addition to funding, the three major problems which hinder the development of efficient SEA dissemination systems are as follows:
>
> 1. Most state education agencies have not identified formal policies or procedures regarding publication or production of materials used for dissemination.
> 2. The concept of a coordinated dissemination system often lacks priority with administrative levels.
> 3. The dissemination concept is vague enough to seem to include a wide range of activities. The lack of a distinct definition makes centralization of resources and activities difficult.
>
> In spite of these problems, proposals are being written, dissemination officers are being hired, and some attempts to centralize the dissemination process are evident. (*A Report of State Dissemination Practices.* South Carolina State Department of Education. Office of Research. Columbia, South Carolina, ED 071 685).

In addition, the report states that it was apparent that the state concept of dissemination as primarily an information dispensing function to create awareness of and interest in new practice was broadening. "Several states have responded to this new thrust by developing dissemination systems which emphasize interpersonal linkage of information and user, and utilization of existing research for problem-solving and decision-making."

Further evidence of a growing state commitment to dissemination as a function of leadership for educational change was found in a study of dissemination in nine state education agencies conducted by the Council of Chief State School Officers in 1973 under a grant by NIE. Among conclusions of that study were the following:

> In every state education agency visited there was commitment to educational change and firm conviction that it is the agency's responsibility to be the catalyst for that change. Equally apparent was the emphasis upon information dissemination as a necessary component of any change strategy . . .
>
> Implicit within many of the activities currently under way was the assumption that it was the state's responsibility to identify promising local programs and to make information about them readily available to school people. It was equally clear that the agencies did not believe it was their function to advocate or "sell" any one solution. Their actions implied that the state's role is to provide information about many alternative programs.

Basic to state action was the assumption that "the state agency is — and must remain — the primary linker between research and development and the educational practitioner." (Virginia M. Cutter, *Dissemination Policies, Procedures, and Programs of Nine State Education Agencies.* Council of Chief State School Officers, Washington, D. C., January, 1974.)

Dr. A. Craig Phillips, Chief State School Officer of North Carolina, in an address to the National Dissemination Conference in February, 1974, expressed the view of his state when he pointed out

> that SEA's are in a unique position to provide the leadership for planning and building dissemination and utilization systems. SEA's can also — because of their unique authority for educational affairs in the states — move rapidly to provide technical assistance to local systems to achieve effective use of new research and development products.

From this brief review of state action and opinion it is clear that the state view of and commitment to dissemination has deepened over the years.

No report of roles and relationships between and among state and federal agencies would be complete without reference to institutions of higher education, intermediate units, regional laboratories, and research and development centers. Although much educational research over the years has been university based, its impact upon public school education has been minimal. Lack of involvement of practitioners in determining the "research agenda" may be partially responsible. A second factor may well be that the relationship between institutions of higher education and SEA's has been more concerned with certifying teachers than with moving the results of research into practice. Nevertheless, through summer institutes and other related activities, teacher education institutions have performed a limited dissemination function.

A number of states now have some form of intermediate units, such as regional SEA offices and/or federations of districts. Many of these serve a rather narrow role as vendors of information; others have broader dissemination functions. Intermediate units in some states even contract their services on an interstate basis, such as the Northern Colorado Educational Board of Cooperative Services in Longmont. At one time, and possibly not forgotten, those interstate units that had specialized in resource centers or comprehensive search capabilities were viewed as being integral to a national dissemination network. In addition, many provided training opportunities for state education agencies and local schools in educational change agentry and information management.

Paisley has noted that both intermediate units and institutions of higher education fall within linkage activities, which he sees as "a set of communication events" designed to bring new educational practices to the attention of educators and to assist them in installing them. (William Paisley, *Design for an Evaluation of Multiple Variations of Educational Linkage Programs. Evaluation Manual. Preliminary Draft.* June, 1974.) Significantly, intermediate units frequently have established formal relationships with state education agencies in the area of dissemination.

On the other hand, in a recent information survey it was found that research and development centers and educational laboratories have no policies and only limited formal relationships with SEA's on dissemination. Contacts with SEA's are made occasionally as appropriate to particular products. A few such institutions, however, have succeeded in establishing working relationships with SEA's. For instance, the Northwest Regional Educational Laboratory which has the chief state school officers of five Northwest states as members of its board has maintained continuing advocacy for the SEA's role in dissemination and has drafted at least two proposals for dissemination activities to serve an interstate function. The Center for Vocational and Technical Education at The Ohio State University has a successful operational procedure with a number of SEA's through a working relationship for test and dissemination sites. The Center for the Study of Evaluation at UCLA is utilizing the ten regional Health, Education, and Welfare (HEW) offices to assist them in working with state education agency personnel in evaluation workshops. The Appalachia Educational Laboratory holds a sub-contract with a consortium of State Departments of Education; its board is comprised of the chief state school officers of ten states. This consortium holds a charter based on a dissemination function for the states. It has been reported that NIE is studying the consortium as a pilot diffusion mechanism for R&D products.

After reviewing the programs of the research and development centers and the educational laboratories, the Comptroller General of the United States recently submitted a report to the Congress, mainly on evaluation and dissemination of the educational products. It stated:

> OE intended that contractors' [R&D centers and educational laboratories'] products be disseminated to the educational community by organizations other than the contractors — generally commercial publishers. It did not require its contractors to assess market needs and constraints and to contact publishers before product development to determine a product's marketability. Most products which were developed or substantially completed had generated little publisher interest . . . The following factors occurred most frequently with respect to publisher interest:
>
> - products were based on existing copyrighted material for which no release had been obtained.
> - products were not in a form readily usable without contractor assistance.
> - products were aimed at a specialized or limited audience.

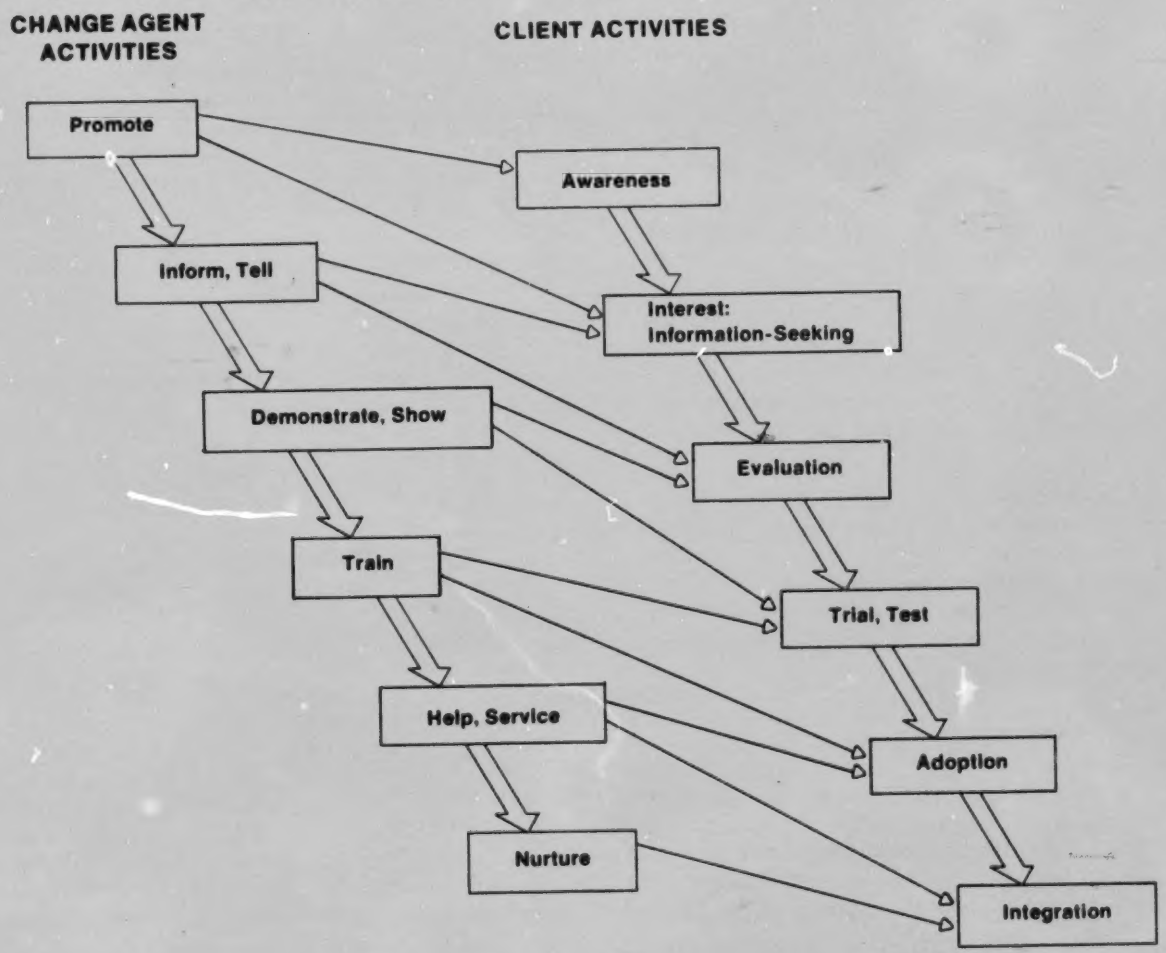
If OE had required assessments of market needs and early contracts with publishers to help determine consumer need or interest, the above problems might have been revealed early enough to modify or redirect the contractors' efforts.

Conspicuous by its absence, no reference to SEA's was made in the Comptroller General's report. Among the recommendations, nevertheless, was the suggestion to "develop alternative means by which the products may be disseminated." (*Comptroller General of the United States Report to Congress, Educational Laboratory and Research and Development Center Programs Need to be Strengthened.* November, 1973.)

Trends And Conclusions

Since the United States Office of Education began supporting university based research, development centers, and educational laboratories, promising educational practices and products have been accumulating. In addition, exemplary programs have been developed under ESEA Title I and III, Vocational Education Act, and other federal, state, and local programs. In spite of all this activity, relatively few of these promising practices have been implemented by intended users. Fragmentation of dissemination at both the federal and state level has been a contributing cause.

Figure 1. Coordinating Change Agent Activities with the Client's Adoption Activities



Extensive research has been done on the utilization of knowledge, its dissemination, and its diffusion. It has become increasingly clear that the change process is a complex one. For example, Havelock has depicted some of this complexity in a diagram, as shown in Figure 1, illustrating change agent and client activities. (R. G. Havelock, *A Guide to Innovation in Education.*)

Recognition of the complexity of the change process and the series of activities involved is pertinent to establishment of roles and relationships in the educational partnership. For example, how should federal, state, and local agencies share the myriad responsibilities associated with the dissemination/diffusion process? One view has been articulated by the Chief State School Officer of North Carolina:

> As I see it, and I believe others see it, an effective dissemination system is a set of organized procedures planned cooperatively and articulated carefully between federal, state, and local agencies for insuring the implementation of improved practices and programs in schools. We must guard against building a system so narrowly conceived that it becomes only a source of statistical information to support management decisions. We must also guard against its becoming nothing more than a public relations tool which creates interest and awareness. Creation of awareness about improved practices is necessary but not sufficient. We must go beyond that phase and develop the capacity to identify valid educational practices; to demonstrate those practices; to provide incentive grants, leadership, and technical assistance to local systems when the local system has selected a specific practice it desires to adopt or adapt. (Dr. A. Craig Phillips in an address at the National Dissemination Conference. February, 1974.)

The CCSSO State Advisory Committee on NIE's Dissemination Programs and Conferences recommended prior to the 1974 National Conference that "the philosophy which views the state education agencies as a primary conduit for developmental activities directed toward LEA's must be maintained and strengthened." It is clear that the Council of Chief State School Officers contemplates a *nationwide dissemination network* to assist in bringing about change with SEA's as the principal intermediaries between the educational knowledge base and local schools. NIE at one time seemed reluctant to accept this position. One reason for such reluctance might have been a belief that the best way to promote knowledge utilization was to deal directly with local education agencies and to improve the problem-solving capacity of the school districts. (*Building Capacity for Renewal and Reform,* NIE, December, 1973.) Another possible reason might have been skepticism about the capacity of SEA's to serve as key dissemination agents. There is still a lingering feeling among some states that NIE does not yet view SEA's as viable intermediaries. As a result, some states have adopted a wait-and-see attitude toward recent NIE overtures.

When NIE was established, it suspended several programs begun by USOE's National Center for Educational Communication (NCEC). Two of the suspended programs — the extension agent projects and packaged information packets (PREP) — had been designed to aid states in using knowledge from research and development efforts. The ERIC system begun by NCEC was retained. Instead of maintaining and developing operational dissemination programs, NIE designed a long-range research project on dissemination — problem-solving capacity in local school districts. This position was in direct contrast to the wishes of the Chief State School Officers, some of whom expressed great dissatisfaction.

In January, 1975, NIE offered grants for enhancing SEA dissemination capacity and special awards to improve state dissemination programs. This step may well be regarded as an effort on the part of NIE to respond to the desire of CCSSO to help make SEA's viable intermediaries between the educational knowledge base and local schools. To develop SEA's as viable intermediaries is no small task, for a generalized state dissemination capacity requires "(a) a comprehensive set of resources including data, documents, products, and technical expertise; (b) means of linking the client group to the resource base; (c) management arrangements which facilitate provision of services on any problem to all members of the client group." (*Major Concepts Under Consideration for a State Dissemination Program Description,* NIE, 1975.)

Nevertheless, building state capacity is an attainable goal, if strong commitment is exhibited by both NIE and state education agencies. In a recent paper, NIE agreed that "as a key linker of R&D to local education agencies, the SEA should develop . . . generalized capacity." Unless accompanied by substantial financial support, such a statement may not represent a sufficient expression of commitment. Recently, dissemination efforts have received a larger share of NIE's budget, but the amount allocated for state assistance is still small. If NIE plans to assist SEA's in becoming viable intermediaries between R&D products and intended users, additional funds or significant reallocation of available funds will be needed. Other steps should be taken at the national level by USOE; for example, USOE should provide for coordination of categorical dissemination funds authorized under various Congressional acts. States, too, have responsibilities; among them are policy commitment to dissemination as a major function and requests for state funds for dissemination.

Delineation of roles in the abstract tends to be general and vague. Roles must be defined in specific terms through a plan of action jointly developed by agents concerned with dissemination — federal, state, and local education agencies; R&D centers; and educational laboratories. The recommendation for a joint plan of action made by participants at the 1974 Conference funded by NIE deserves further attention. (*Increasing the Use of Promising Practices Information by Local Education Agencies,* National Institute of Education Conference, Contemporary Research Incorporated, September, 1974.) Participants at the conference agreed that NIE should play a leadership role in coordinating long-term planning for dissemination. Instead of envisioning a national system for collecting and disseminating promising practices information with limited state involvement, the conference viewed the collection and dissemination of promising practices information as a function involving state education agencies very directly. The conference report included a strong recommendation that SEA's play a more active role in dissemination. Another recommendation requested that NIE develop a plan of action for increasing the use of promising practices information: the plan should involve all levels of the education system in its implementation. It was apparent to conference participants that there is a need for long-range planning and consistent, mutually acceptable management procedures for the existing dissemination activities.

Over the years, various writers also have spoken of the need for improving the relationship between federal and state agencies. Their recommendations merit serious consideration. For example, Levien recommended "participation by chief state school officers and their staffs in the Advisory Council and other advisory groups of the NIE." (Roger E. Levien, *National Institute of Education: Preliminary Plan for the Proposed Institute.*)

The recommendations made by many persons and groups seem to cluster into three categories of possible arrangements for liaison between NIE and SEA's:

> In the first group are arrangements whereby chief state school officers have direct influence on NIE policy or decision-making. The appointment of one chief state school officer — Wilson Riles, California's Superintendent of Public Instruction — to the National Council on Educational Research, NIE's policy-making body, is an example of such arrangements. Other chief state school officers and SEA staff members have been invited to serve on NIE proposal review panels. On an *ad hoc* basis, selected chiefs have been invited to serve on advisory panels. For instance, Dr. A. Craig Phillips, North Carolina's Superintendent of Public Instruction at one time served on an NIE Advisory Panel on Dissemination and Utilization.
>
> In the second group of arrangements are SEA-initiated committees and task forces formed to interact with and influence NIE from the perspective of the state education agency. The Council of Chief State School Officers has two such mechanisms: The Committee on Research, Development, and Dissemination (formerly called the Committee on NIE), and the Dissemination Leadership Project, funded by NIE and administered by CCSSO. The Dissemination Leadership Project sponsors an annual national conference on dissemination for SEA dissemination representatives from the 57 SEA's. Relationships between these two groups and NIE have been established; the duties and responsibilities of these two groups, however, need to be clarified and redefined so that together they do provide effective channels of communication between the SEA's and NIE.

In the third group are arrangements which are not yet in existence but which are considered desirable. One of these would be offices in federal agencies for cooperation with states in dissemination and utilization. (Charles Mojkowski, *Report of the CCSSO State Advisory Committee on NIE Dissemination Programs and Conferences.* William Paisley, *Recommendations for the Dissemination Program of the NIE.*) This represents two trends: (a) to give greater attention to dissemination vis-à-vis research and development and (b) to recognize SEA's as primary linking agents between promising educational practices and local education agencies. A second arrangement might be the periodic exchange of NIE and SEA's staff members, recommended by the Council of Chief State School Officers.

The continuing and pervasive importance of state and local input into NIE decisions concerning research and dissemination was emphasized in a position statement formally adopted by the Texas State Board of Education in November, 1972. It is repeated here because it captures the SEA perspective and rationale for establishing effective relationships with NIE in accomplishing mutual mandates:

> The Board believes that elementary and secondary education in the State can benefit from the concentration of research and development efforts made possible by the creation of NIE if procedures are instituted early to ensure that state departments of education and local school districts are represented in the decision-making process.
>
> First, the Board believes that state education agencies, local schools, and the community all should be involved in identification of the needs which research ought to address. If research and development are to be effective, they must be related to the real world of the classroom.
>
> Second, we urge continued emphasis upon state participation in dissemination of the products of NIE. Involvement of states in the diffusion process will help to ensure that the results of research in edcuation are put to practical use where they can make a real difference in the quality of education at all levels.

In summary, evidence gathered during the study points to the following generalizations:

- The federal partners — NIE and USOE — should develop, in cooperation with SEA representatives, a coherent plan for compatible dissemination roles. Effective use of limited resources can be maximized by eliminating disjointed efforts and unplanned duplication of effort.
- The federal dissemination role most frequently envisioned by the states is one of leadership exercised through planning, technical assistance, and providing incentives such as funds and recognition of SEA's as full partners in the process.
- Together federal and state agencies should set the agenda for research and for programs which seek solutions to educational needs.
- Finally, the state education agency has primary responsibility for linking the educational practitioners and the knowledge base.

Chapter 2, Examining Legislation and Regulations

Introduction

In documenting the current status of educational dissemination, examination of federal education legislation and program regulations is highly important. The mandates in the laws and regulations significantly influence the approach taken by the educational community. The task of this portion of the IPOD study is to analyze all current federal educational legislation and program regulations in order to (1) clarify those requirements which exist in relation to dissemination, (2) identify agents or agencies charged with responsibility for dissemination, and (3) identify any problems related to such requirements which may create confusion among those agents as they attempt to carry out their responsibilities.

It should be noted that other researchers might interpret the laws and regulations differently; consequently, results obtained in replicating the work may differ somewhat from the results in this report. In an effort to assist in the interpretation of the IPOD results, the limits which governed the analysis are indicated wherever possible.

The analysis of both the legislation and program regulations included all citations

- containing the term *dissemination*, including those instances when the term was employed in reference to public involvement or parent involvement in the planning and implementation of a program.
- referring to model or demonstration programs, since a requirement for dissemination was assumed to be implied in these terms.
- requiring reports to individuals or agencies outside the organizational confines of the developer and funding agency. These inclusions were made primarily because the term dissemination is often used in connection with reporting activities. There was, however, a need to differentiate between dissemination and internal administrative reporting. As a result, references to reports to Congress by the Commissioner of Education, for example, were considered dissemination; while submission of quarterly and final reports to the U. S. Office of Education by a developer were considered internal administrative reporting.
- referring to public information activities.

Two primary reference tools were used in the analysis. The first was *A Compilation of Federal Education Laws* as amended through December 31, 1974. The second was the *Code of Federal Regulations* supplemented by consecutive issues of the *Federal Register* published through July, 1975. The compilation, prepared for use of the House Committee on Education and Labor and the Senate Committee on Labor and Public Welfare, was made available to the project in draft form through Congressman Carl Perkins' office. It contains all federal education legislation as amended through December 31, 1974. A copy of the "Table of Contents" from the compilation of laws appears in Appendix A for the reader who wishes to identify all the laws included in this analysis. Copies of each law cited may be obtained from the U. S. Superintendent of Documents.

The analysis of each law was approached by responding sequentially to the following questions:

- Does the law authorize an educational program and/or a research and development function?
- If so, does the law contain a statutory mandate for dissemination and assign responsibility for dissemination to an identifiable agent or agency?
- Do federal regulations for implementing the law contain a dissemination mandate?
- If so, does the regulation assign responsibility for dissemination to an identifiable agent or agency?

All statutory and regulatory dissemination mandates extracted during the analysis appear in Appendix A. The information in Appendix A represents a comprehensive overview of federal dissemination requirements which has not been previously available. It is the evidence which supports the results and conclusions reported in this chapter. Understanding the results and conclusions will be easier if the reader will examine Appendix A in conjunction with the following description of its format:

DESCRIPTION OF FORMAT FOR APPENDIX A	
Column Number and Title	**Explanation**
Column I — Public Law, Title, and Part Number	**Includes the number and title of the federal law containing the development and/or dissemination requirement and the title and/or part of the law in which the citation is found.**
Column II — Statutory Program, Research and/or Development Requirement	**Contains the section number and title and the text of the legislative requirement for program implementation, research, and/or development.**
Column III — Responsible Agent	**Cites the agent named in the legislation as responsible for achievement of the program, research, and/or development function.**
Column IV — Statutory Dissemination Requirement	**Contains the section number and title and the text of dissemination requirements from the legislation which relate to a given program, research, and/or development function.**
Column V — Responsible Agent	**Indicates the agent given responsibility for the dissemination activity either by legislation or program regulation.**
Column VI — Federal Program Regulations	**Includes the section number taken from the *Code of Federal Regulations* and the text of each dissemination or dissemination-related program regulation.**

Analysis Of Results

Agents or Agencies Assigned Responsibility for Dissemination

A total of 208 dissemination requirements were identified in the legislation and program regulations with 54 agents or agencies assigned responsibility for these activities. Table 2 lists the responsible agents or agencies and the number of instances in which they were mentioned. A single dissemination requirement was, of course, frequently directed to several different agents or agencies.

TABLE 2. AGENTS CHARGED WITH RESPONSIBILITY FOR DISSEMINATION BY LAW AND/OR REGULATION AND NUMBER OF REQUIREMENTS FOR EACH AGENT

Agent	Number of Requirements
Federal Level (20 Agents)	
President of the United States	4
Secretary of State	1
Secretary of Interior	1
Secretary of Labor	1
Assistant Secretary for Education, HEW	4
U. S. Commissioner of Education, USOE	18
Regional Offices, USOE	1
National Institute of Education	1
Director, National Institute of Education	1
Director, U. S. Information Agency	2
Director of Bilingual Education, USOE	1
Clearinghouse for Bilingual Education	1
Clearinghouse for Gifted and Talented Children	1
Clearinghouse for Community Schools	1
Clearinghouse for Adult Education	1
National Center for Education Statistics	1
National Commission on Libraries and Information Science	1
National Endowment for the Arts, Chairman	1
National Endowment for the Humanities, Chairman	1
National Science Foundation	1
	44
National Advisory Councils (19 Agents)	
National Advisory Council for Adult Education	1
National Advisory Council on Bilingual Education	1
National Advisory Council for Career Education	1
National Advisory Council on the Education of Disadvantaged Children	1
National Advisory Council on Education Professions Development	1
National Advisory Council on Equality of Educational Opportunity	1
National Advisory Council on Extension and Continuing Education	1
National Advisory Committee on Handicapped Children	1
National Advisory Council on Indian Education	1
National Advisory Council on Supplementary Centers and Services	1
National Advisory Council on Vocational Education	1
National Advisory Council on Women's Educational Programs	1
National Council on the Arts	1
National Council on Educational Research	1
National Council on Quality in Education	2
U. S. Advisory Commission on International Education and Cultural Affairs	1
U. S. Advisory Committee on the Arts	1
Board of Foreign Scholarships	1
Community Education Advisory Council, USOE	20

Table 2, continued

Agent	Number of Requirements
State Advisory Councils **(4 Agents)**	
State Advisory Council on Adult Education	1
State Advisory Council on Vocational Education	1
State Title III (ESEA) Advisory Council	1
State Title IV (ESEA) Advisory Council	1
	4
State Education Agency	40
	40
Local Education Agency	36
	36
Higher Education Institutions	24
	24
Other Agencies **(8 Agents)**	
Appropriate Agencies, Public and Nonprofit Private	24
Research Agencies, Including Regional Labs and Centers	5
Indian Community Organizations and Tribes	3
Future Farmers of America	2
Agencies with Television Program Capabilities	2
State Library Agency	2
Public Libraries	1
Corporation for Public Broadcasting	1
	40
Total Dissemination Requirements	208

Examination of Table 3 reveals that some agent categories include only one type of organizational entity while other categories include multiple types of entities. For example, the category of "State Education Agency" includes only one type of entity while the category of "Federal Agents" includes 20 different organizational entities. Note that the SEA is the single entity most frequently assigned responsibility for dissemination activities (40 instances). It is especially interesting to note that 80 of the 208 requirements are addressed to three agents: the SEA, the LEA, and state advisory councils. Almost forty percent of the requirements are directed to these three agents. The remaining 128 requirements are shared by 51 other agents, with 44 of those requirements shared by 20 different federal agents.

TABLE 3. DEVELOPMENT AND DISSEMINATION REQUIREMENTS BY RESPONSIBLE AGENT AND BY SOURCE OF REQUIREMENT

Responsible Agents	Source of Requirement — Statute (S) and/or Regulation (R)				
	Dev. S NO Diss. S NO Diss. R	Dev. S Diss. S NO Diss. R	Dev. S NO Diss. S Diss. R	Dev. S Diss. S Diss. R	Total Dissemination Requirements
Federal Agents (20 different agents)	19	44	0	0	44
National Advisory Councils (19 different agents)	1	20	0	0	20
Higher Education Institutions	18	10	2	12	24
State Educational Agency	12	16	4	20	40
State Advisory Council (4 different councils)	0	0	0	4	4
Local Educational Agency	7	14	3	19	36
Other Appropriate Agencies	10	21	6	13	40
Totals	67	125	15	68	208

Dev. S = Development Statute
Diss. S = Dissemination Statute
Diss. R = Dissemination Regulation

Nature of Dissemination Requirements

One of the discoveries resulting from review of legislation and program regulations was that no definition of dissemination could be found. An examination of the type of dissemination requirements indicated, in addition, that the term was not being employed with any consistency of meaning.

The dissemination requirements identified were grouped into 11 general categories. The categories and number of citations falling into each are shown in Table 4.

TABLE 4. DISSEMINATION REQUIREMENTS BY CATEGORY

Dissemination Requirement	Number of Occurrences
Program Related Information for Educators	43
Reporting	37
Public Information Activities	36
Evaluate and Disseminate	32
Model or Demonstration Projects	21
Mandated Publications or Media Presentations (other than reports)	20
Dissemination Requirements with No Referant as to Type, Audience, or Intention	14
Information Collection	11
Adoption or Adaption	9
Technical Assistance; Training	9
Parental Involvement	2
Recommendation on Dissemination Policy	1
	235

Table 4 reveals that the categorical breakdown of dissemination requirements resulted in a total of 235 occurrences, whereas the total number of requirements cited in Table 2 and Table 3 is 208. The larger total for the categorical breakdown is due to the fact that dissemination requirements associated with a specific agent sometimes included more than one of the enumerated categories. For example, the regional offices requirement in the General Education Provisions Act is threefold: to provide program information for educators, to provide technical assistance, and to serve as centers for dissemination (a dissemination requirement with no referent as to type).

The most frequent type of dissemination requirement is provision of program related information for educators (43 instances); the second most frequent type of requirement involves reporting (37 instances); the third relates to public information activities (36 instances); the category, evaluate and disseminate, is the fourth most frequent type of requirement (21 instances).

In 12 instances, there are dissemination requirements which simply mandate dissemination without reference to audience, to the nature of the activities required, or to purpose. In these instances, a standard definition of dissemination is apparently assumed, an assumption this analysis indicates is fallacious.

In addition to the 11 general categories summarized in Table 4, there exists one other dissemination requirement: Section 100a.26 of the *Code of Federal Regulations, Volume 45*, states that the Commissioner, in reviewing program applications, will consider the extent to which provision is made for disseminating the results of the project and for making materials resulting therefrom available to the general public. This regulation applies to many educational programs which are identified in the following legislation: the Elementary and Secondary Education Act, Emergency School Aid Act, Higher Education Act, Cooperative Research Act, Environmental Education Act, Alcohol and Drug Abuse Education Act, Vocational Education Act, Mutual Education and Cultural Exchange Act, and Education of the Handicapped Act. This regulation suggests an unspecified kind of dissemination for many federal programs. The implications of such unspecific requirements are confusing.

Target Audiences for Dissemination Activities

One of the premises on which dissemination practice has been based is that to be effective, dissemination first requires the identification of the intended user or recipient of the information. A review of the legislation, however, reveals that less than one-third of the dissemination-related requirements include target audience citations. Though not always necessary, mention of the audience in some instances would have served to clarify the nature of the requirements as well as the expectations of Congress.

Target audiences which were identified include those listed in Table 5.

TABLE 5. TARGET AUDIENCES FOR DISSEMINATION ACTIVITIES

Target Audience	Number of Requirements
Congress	27
Educational Community	14
President	11
General Public	10
LEA	8
Other Interested Groups and Agencies	7
SEA	6
Parents	5
Audiences Abroad	4
Higher Education Institutions	3
Assistant Secretary — HEW	2
Commissioner—OE	1
National Institute of Education	1
Students	1
Older Readers	1
Law Enforcement Officials	1

Source of Dissemination Requirements

If a program development or research and development authorization is placed into legislation, it would appear that Congress anticipates the use of information gained through those programs to promote educational improvement. Table 6 reports the number of instances in which a development requirement is or is not accompanied by a statutory requirement for dissemination and rules and regulations regarding dissemination. As is indicated, there are 67 instances in which program development is mandated; but no requirements, statutory or regulatory, for dissemination of program products or results exist. There are also 124 instances in which statutes require both development and dissemination, but there are no accompanying program regulations on dissemination included. These omissions are especially significant for those agencies whose organization and functioning may be more affected by program regulations than by statute, i.e., the state education agency, the local education agency, and other grant recipients.

Interestingly, there are also 15 instances in which there is a statutory authorization for program development, without a related statutory dissemination requirement, but for which there are regulations regarding dissemination. Only in 64 of the total 208 instances is a statutory development requirement accompanied by both statutory and regulatory requirements for dissemination.

TABLE 6. DISSEMINATION REQUIREMENTS BY RESPONSIBLE AGENTS FOR ALL STATUTORY DEVELOPMENT REQUIREMENTS

Responsible Agents	Statutory Requirement for Dissemination	Rules & Regulations for Dissemination	Number of Instances
Federal Agents	No	No	19
	Yes	No	44
National Advisory Councils	No	No	1
	Yes	No	20
Higher Education Institutions	No	No	18
	Yes	No	10
	No	Yes	2
	Yes	Yes	12
State Education Agency	No	No	12
	Yes	No	16
	No	Yes	4
	Yes	Yes	20
State Advisory Councils	Yes	Yes	4
Local Education Agency	No	No	7
	Yes	No	14
	No	Yes	3
	Yes	Yes	19
Appropriate Agencies	No	No	10
	Yes	No	21
	No	Yes	6
	Yes	Yes	13

Resources

If an educational requirement is to be implemented in a meaningful way, resources, both financial and human, must be provided both for program expenses and for incentives. In not one instance did the researcher locate an authorizing statute specifically setting aside funds to carry out a dissemination requirement. While there are a number of references relative to funding for dissemination activities, these are phrased in permissive language such as "funds may be used for . . .". The most specific funding statement occurs in Title III of the Elementary and Secondary Education Act, which provides that 7-1/2 percent of a state's entitlement may be used for (a) "proper and efficient administration of the state plan, (b) obtaining technical, professional, and clerical assistance and the services of experts and consultants to assist the advisory council . . . , and (c) evaluation of plans, programs, and projects, and dissemination of the results thereof." No more than 5 percent of the state entitlement may be used for administration; therefore, 2-1/2 percent of the state entitlement must address (b) and (c) above. In the one instance where funds for dissemination are more specifically identified, the proportion of funds is inadequate in comparison to the complex task to be performed.

Discussion Of Results

Visual scanning of the "yes" and "no" entries in the two center columns of Table 6 leads one to perceive a lack of clarity, continuity, and consistency between the legislation and regulations. The program development requirements reported in Appendix A lead one to perceive that there exist a perplexing variety of laws and other development efforts. These carry an apparent Congressional intent that the results of the program efforts funded be employed in improving education in the fifty states and seven territories. One can also begin to understand why members of Congress, having authorized the numerous programs, having appropriated federal dollars to implement them, and having listened to much testimony about an educational research and development "system," might believe the frequently quoted myth that there is a "system but it just isn't producing the results expected."

Evidence of the perception appears in *Congressional Report* No. 93-805, in which Congresswoman Edith Green inquires, "Who knows, then, whether the federal dollars have been spent wisely? What are the results of the research? What kind of evaluation was ever made? What dissemination was ever made of information gained?"

The word "system" implies that the component units of an aggregate exist and operate in unison or concord according to a coherent plan for smooth functioning. When Congress authorized the National Institute for Education, in the Educational Amendments of 1972, one of its legislatively mandated purposes was to "build an effective educational research and development system." Since then the Congress has engaged in heated debate over appropriations bills for the Institute and has drastically reduced the level of funding for the Institute. Is it possible that cumulative Congressional action over the years, as reflected in the *Compilation of Federal Education Laws*, has compounded the very problem that action sought to alleviate? Is it possible that competent, well-intentioned administrators in federal agencies have compounded the problem while drafting regulations to implement the legislation? Yes, it is possible and, yes, evidence exists to indicate that it is probable.

The analysis of legislation and regulations reported herein would indicate that there is **no** system for educational research and development and that there is **no** system for disseminating educational products and practices. There is no mechanism through which more than 50 responsible agents can operate according to a coherent plan for smooth functioning. Yet, there are in existence at least 208 legislative and regulatory dissemination mandates to which those agents are expected to be collectively responsive, mandates for an activity which is neither defined nor clearly described.

Existing Conflicts

The analysis of the 208 dissemination requirements indicates that responsibility for educational dissemination is highly fragmented. Not surprisingly, there are also conflicting assignments of responsibility for dissemination functions. Instances of particular significance are found in the General Education Provisions Act (P.L. 90-247) and in the Special Projects Act (P.L. 93-380).

In the General Education Provisions Act under Secion 405, the National Institute of Education is given primary responsibility for dissemination of the products of research and development. In Section 403 of the same act, however, the U. S. Office of Education is given responsibility for dissemination of information to improve educational programs.

In the Special Projects Act, a series of clearinghouses, one in each of the priority areas, is established to collect and disseminate information. The ERIC system, an ongoing activity first of USOE and currently of NIE, includes a series of clearinghouses for collecting and disseminating information in relation to a specific program area. No relationship between the two is established in the legislation. Similar conflicts can be identified in statutes involving placement of dissemination responsibilities on several groups, i.e., institutions of higher education, state education agencies, local education agencies, and other grant recipients, without clear delineation of the articulation expected between the levels. Overlaps such as these invariably lead to duplication, confusion, and quite probably to information overload on the part of clients bombarded by information from all sides.

A question also arises as to how many of the 54 persons and agencies given responsibility for dissemination as reported in Table 5 are aware of their responsibilities or how many state or local education agencies have a grasp of the many dissemination requirements to which they are expected to respond. It is significant that when this analysis was undertaken, access to a complete compilation of federal education laws was impossible. If no recently updated compilation existed at the federal level, one can be certain that no complete compilation existed in any state or local education agency or in any institution of higher education. A similar situation was recently reported by the Lawyer's Committee for Civil Rights in *A Study of State Legal Standards for the Provision of Public Education* (NIE-G-00-3-004). The Committee reported that complete sets of state statutes and regulations were not available in many states and that "these materials may not be available even to the local education officials who are charged, ostensibly, with the responsibilities for putting them into effect."

State and Local Agency Dilemmas

Note from Table 3 that the state education agency is the single organizational entity most frequently designated as the agent responsible for dissemination — 40 instances. At the same time, it is important to remember: (1) that the majority of federal education dollars flows through SEA's to LEA's; (2) that the usual five percent an SEA is allowed for administering a program, rendering technical assistance to LEA's, evaluating the programs, reporting to USOE, and disseminating results to a variety of potential audiences is inadequate; (3) that very few federal dollars are set aside for dissemination functions; (4) that regulations frequently mandate dissemination but use permissive language in relation to paying for the function — i.e., "funds may be used for dissemination;" and (5) that program administration needs more urgent than dissemination in state education agencies far exceed available resources. When these factors are considered, it is not difficult to understand that dissemination requirements are often low on the priority list in those agencies.

The crux of the situation is this: state education agencies bear the brunt of federal mandate for dissemination, yet they have inadequate resources for meeting the mandate.

Note from Table 3 that the local education agency is the agent made responsible for dissemination with the second greatest frequency — 36 instances. If it is generally true that state education agencies have not yet acquired resources nor the capacity for effective dissemination operations, then one can readily perceive that the problem is much greater in more than 16,000 local school systems. Moreover, if dissemination is to include the transfer of information from one school district to another or from one state to another, it would appear that the LEA or grant recipient would be at a particular disadvantage in performance of the function.

The language in regulations for state education agencies, through which most federal education programs are administered, implies but does not absolutely require, the establishment of a dissemination "unit" for each program. When an education law is enacted, it frequently requires the establishment of another office in USOE to administer the program. Staff members in such an office prepare regulations, call for state plans, and issue guidelines for administering the program. Documents of this nature are usually so voluminous and so complex that a natural response in SEA's is to establish a separate office for administering each program. Many SEA's appear to be a miniature mirror of USOE. Such a phenomenon further leads to fragmented and uncoordinated dissemination operations.

A Few Observations

This analysis has convinced the authors that the plethora of federal laws and regulations governing program development, educational research and development, and the dissemination of the results thereof have achieved these net results:

- Designated numerous persons and agencies as responsible agents for dissemination functions without adequately defining that function, and without providing a framework for their cooperative functioning.
- Created the myth that there is an educational research and development system which produces knowledge and which systematically shares such knowledge to improve the quality of educational practice.
- Created a widespread perception that "the system is not producing the results intended."
- Induced Congressional disenchantment with performance of educational agencies.
- Inspired further proliferation of laws and regulations in an attempt to force the desired performance and tightly control executive implementation at federal, state, and local levels.
- Made it extremely difficult for responsible state education agents to plan for and implement a coherent, integrated dissemination system.

Chapter 3, Building a Framework for Planning

Introduction

Those who have observed or participated in the growth of state education agencies over the past ten years might also have noticed the increase in agency activities directed toward helping local districts improve their educational programs and practices. Facilitating the development of a structured change process and the implementation of innovations in schools has become an expanding role for many SEA's. This role has been supported and hastened by the strengthened status of the SEA in the areas of governance, by finance and equal educational opportunity, by the impetus from the federal level for innovation and change, and by the increased sophistication of the educational system itself. This developing role has created a need for systematic examination of dissemination and its functions.

This chapter focuses attention on the wide variety of dissemination activities and resources presently existing or which should exist in SEA's. It recognizes the extensive scope and varying quality of these activities and resources and proposes a classification of them. Its approach is based on the assumption that few state agencies organize their dissemination activities in a systematic way and that such a mode of organization would do much to advance educational improvement in schools and classrooms.

This effort should be viewed as the first of a series of endeavors to describe the activities and resources which should comprise an SEA dissemination system, particularly as that system relates to local school districts. This chapter includes a set of ideas and recommendations rather than a "state of the art" description. Its primary usefulness will be in focusing attention on issues and ideas rather than in proposing specific solutions.

Dissemination is a complex function. State education agencies vary in their objectives and organization, and the relationships that exist between SEA's and local education agencies are likewise complex. For these reasons, this effort does not examine all dissemination ideas and concepts in depth but attempts to construct a framework upon which, at some later date, more detailed work may be added. Within this level of analysis, the SEA dissemination system is examined from a relatively new perspective, that of the SEA.

What is offered, then, is a framework or guide for adapting what exists in theory and practice to the specific characteristics and needs of the individual SEA. The framework presented here is not primarily a research effort, nor should it be viewed as a prescription or a "cookbook". Likewise, it does not attempt to be a treatise on change or innovation. Each SEA is relatively unique despite similarities in terms of functions and responsibilities. For this reason, no one model or way of organizing and implementing a dissemination system will serve all SEA's.

The concern of this paper is with the planning and management considerations which a chief state school officer faces as he/she attempts to organize SEA functions and resources around specific long and short range objectives of the agency. There is a fairly substantial amount of literature available on the technical aspects of establishing information centers and linkage or technical assistance resources. What is not available is a framework whereby a chief state school officer may analyze the agency's dissemination activities and resources and organize them more coherently.

Those state education agency chiefs who have undertaken systematic attempts to incorporate management-by-objectives or program-planning-budgeting-systems into their agencies will be comfortable with the approach taken in this chapter. The assumption is made here that the chief state school officer and the agency's top management staff have established long and short range goals and objectives which force them to view SEA resources as elements of systems rather than as relatively discrete programs or units. Thinking systematically, a chief can identify those functions and resources which are directed to specific objectives which are set for the agency.

For the purpose of this report, dissemination is defined as *a two-way sharing process:*

- *for communicating educational needs, problems, solutions, and information among educational practitioners, decision-makers, and knowledge producers; and*
- *for facilitating rational consideration and the appropriate utilization of the outcomes of research development, effective educational practice, and other knowledge that can be used for the improvement of education.*

Several elements of this definition require special emphasis particularly as they relate to the dissemination system within an SEA:

- **Two-way sharing process** — A dissemination system must allow for and facilitate information flow from local educators to state agency personnel and beyond to the research and development community. Such a system must also allow for and facilitate the more typical information flow from the state to the local level. It must also facilitate communication among LEA's.
- **Communicating needs and problems** — An important element of an SEA dissemination system is a needs sensing mechanism whereby the priority educational needs of the LEA's are identified.
- **Facilitating consideration and utilization** — Dissemination involves more than telling; it involves a wide range of communication and technical assistance activities such as consultative services, demonstration, and training.
- **Effective educational practice** — The products of the practitioner community comprise a part of what is communicated; their usefulness and effectiveness may be equal to the products of the research and development community.
- **Improving education** — From an SEA perspective, a major part of improving education is to assist local school districts in building a capacity for information seeking and utilization and, on a broader scale, for self-renewal.

Other terms which appear in the remaining sections are defined below as they apply to an SEA dissemination system:

- **Adoption/Adaption** — a decision to implement an innovation for subsequent institutionalization.
- **Diffusion** — the spread over time of a specific idea or practice to individuals or groups.
- **Function** — a collection of activities relating to a specific purpose or objective.
- **Innovation** — a program or practice which is new to the environment in which it is introduced.
- **Model** — an idealized description of the way a system or a function can or should operate.
- **Resource** — any human, technological, or organizational support or aid.
- **Strategy** — a general plan of action directed to the solution of a need or problem.
- **System** — a collection of related and interacting elements which is directed to specific purposes.

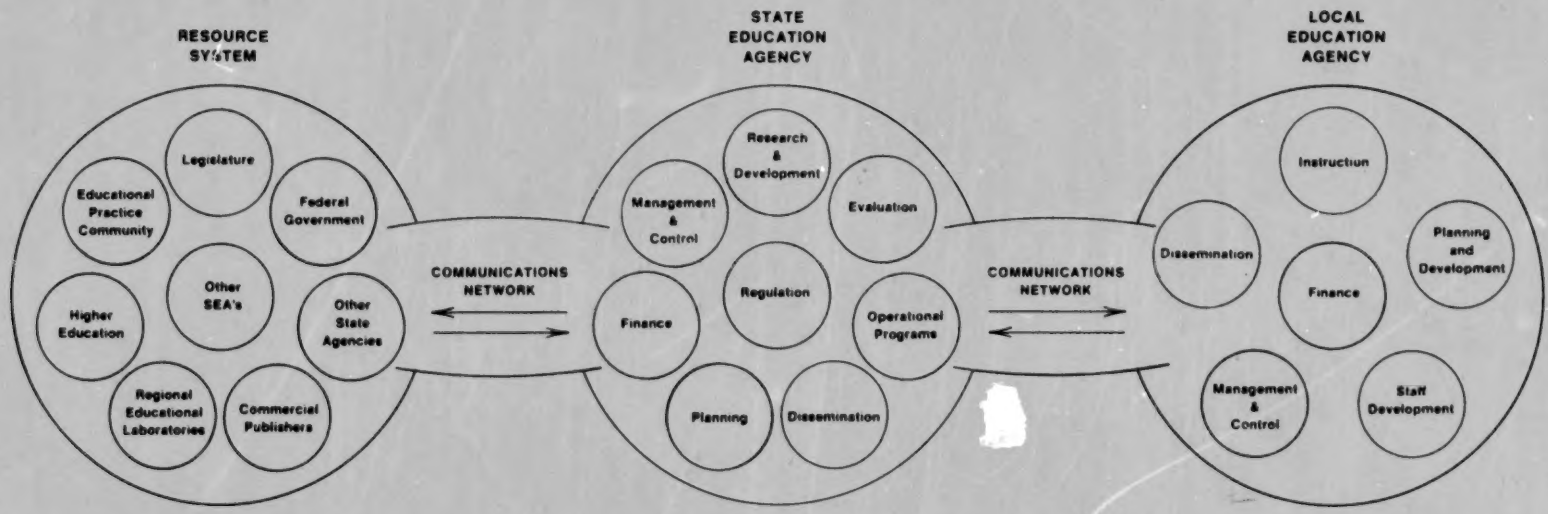
The SEA as a Linking Organization

The expanding leadership and service role of the state education agency will continue to thrust it more deeply into the intricate network of interactions which influence learning within the classroom. As part of this network, the SEA is expanding its role as a primary link between local education agencies and the variety of other organizations researching and producing programs, materials, or knowledge. It is within the context of this linking role that the SEA dissemination system seems to fit quite appropriately.

This linking role is a complex one. It varies from state to state and is evolving at different rates. Figure 2 attempts to depict the interactions in which the SEA can or does play a linking role. It is important to note that the SEA is not the only link between the LEA and the resource system. Figure 2 isolates some of those interactions in which the SEA plays a major part. The resource system is a collection of agencies or organizations which legislate, fund, produce, or disseminate educational policy, programs, or knowledge. It includes the educational practice community (the schools, teacher organizations, associations, et al.) as well as more formal knowledge production organizations, such as higher education institutions and educational research centers and laboratories. The SEA, through a multi-channel communications network, maintains contacts with such resources for both its own development and for linkage to local schools.

The SEA performs numerous functions, many of which interact with both the resource system and the local education agency. As Figure 2 demonstrates, the dissemination system is one of the major SEA systems which interacts with the LEA. It can also coordinate or assist SEA/LEA interactions relating to such functions as regulations, planning, and evaluation to the extent that its two-way communication and intermediary system can link specific SEA and LEA personnel.

Figure 2. The SEA as a Linking Organization



Building Capacity

The role of the SEA as a linking agency, with a major objective relating to assisting LEA's in building capacity for responding to changing needs in local schools, may vary from state to state. To the degree that a state has this objective, the concept of a dissemination system will have meaning and utility. As education itself becomes more complex, the relationships which an SEA establishes with an LEA will likewise become more involved. The use of accountability systems directed from the state level has brought about and will continue to bring about such expanded and complex relationships. The LEA has responsibility for accounting for its progress in meeting state and local objectives, while the SEA has the responsibility for seeing that needed resources and services are available to the LEA. Even in those state agencies in which regulatory functions are predominant, the nature of such regulations and the enforcement process are changing to reflect new services and new concepts. Such requirements as long range planning, comprehensive needs assessment, program budgeting, and objective oriented evaluation are regulated mandates in many states.

Thus, there is a need to place the development of an SEA dissemination system within the context of the broad educational improvement process in school districts and to define the role of SEA in that process. The activities and resources of an SEA dissemination system, whatever its importance in the SEA, must serve the improvement process. It is the facilitation of this process which serves as a major goal of the dissemination system.

A caution should be raised against viewing the SEA linkage role as a one-way conduit, with information and assistance flowing into the LEA; the SEA needs information and assistance from the LEA as well. Also, the type of assistance provided by the SEA should be that which promotes the building of capacities within the LEA for responding to changing needs. While the SEA will maintain an assisting role, it should be remembered that the kinds of assistance will vary over a period of time, changing in response to different needs and to varying capacities within LEA's to meet their own needs.

Generally this capacity has been defined in terms of processes which promote effective and efficient management of the local school system and lead to improved student learning:

- *to comprehensively assess educational needs in terms of students, their learning environment, and the support system which provides the resources to facilitate meeting those priority needs.*
- *to use modern planning and problem-solving techniques in designing broad strategies to address those identified needs.*
- *to develop curricula or programs based on the best research and program information available.*
- *to undertake adequate development of staff in order that they can develop and implement needed curricula, programs, and practices.*
- *to secure, allocate, and organize sufficient resources to implement and maintain improved programs and practices.*
- *to monitor and evaluate the progress of programs in meeting priority educational needs of the students and of the community at large.*

These six capacities constitute a process of effective educational improvement and, to some extent, all SEA's are involved in this capacity building system. While a state education agency may not reasonably be held accountable for the educational progress of children in any specific school district, it may be held accountable for the degree to which local school districts can implement the program development process which has a direct impact on the quality of education in schools.

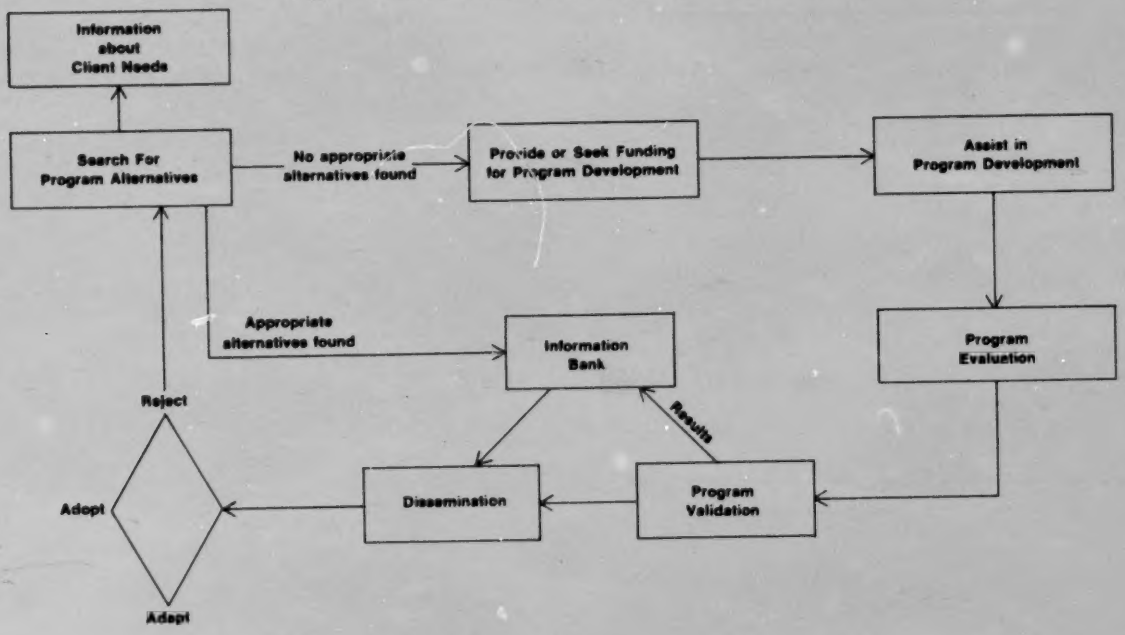
If "healthy" school systems constitute a major objective for state education agencies, then SEA's must develop and maintain resources to assist school systems in this process. The dissemination system described in later sections of this chapter can be a major coordinating resource for state agencies which have established major objectives in this area.

Program Development

The context for the dissemination system can be further understood through an examination of the process whereby the SEA responds to the LEA which is seeking assistance in addressing identified needs. The simple flow chart in Figure 3 depicts a process whereby information is identified or developed.

The process is activated by a search for alternative programs which may be used to meet an identified need in the LEA. Within the SEA all sources of program information (the information component) are screened for appropriate alternatives. If such alternatives are found, the dissemination system is employed to communicate this information to the LEA and assist in program implementation. If no appropriate alternatives are found, funds are sought in order that a solution may be developed. This development process is usually referred to as R&D and can be supported by both state and federal funds. During and following implementation of the program, evaluation is conducted. Following successful implementation, documentation and validation are established in order that the program be entered into the information files and disseminated to local school districts. This process illustrates the close relationship that exists or which should exist between the functions of R&D and dissemination in an SEA.

Figure 3. Information and Program Development



Knowledge Utilization

The SEA dissemination system can serve the diverse needs of information seekers at a more basic level. Seeking and utilizing information often is motivated by simpler purposes than that of developing programs. A system which provides for a continual flow of information in a variety of formats through several channels can serve these more mundane purposes. To serve the information needs of educators is to help one person justify an already established position, another to keep abreast of a field of study, another to become inspired to better performance, and still another to satisfy an intellectual curiosity.

As one researcher has noted, many of these utilizations may not result in concrete action; yet each may be a legitimate and purposeful reason for seeking information. Those who develop and manage an SEA dissemination system must be cognizant of these needs and design the system to accommodate them.

System Goals

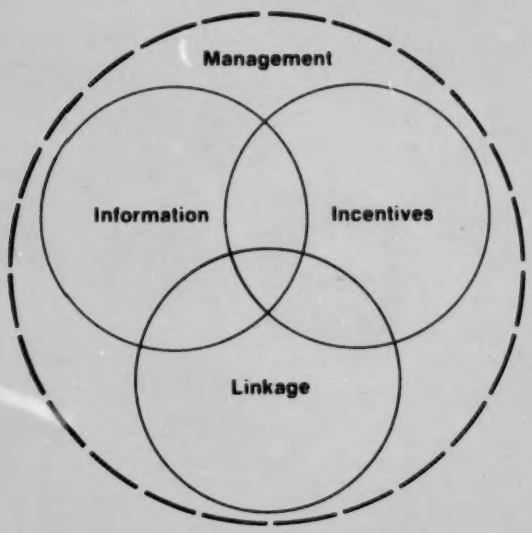
The goals of a dissemination system should flow naturally from the context in which it operates. For the SEA dissemination system the major context is its relationship with local school districts. Thus, the context is defined in terms of building capacity, in terms of program development, and in terms of promoting knowledge communication and utilization among educational practitioners. Major goals of the SEA dissemination system are:

- to make educational knowledge available to all educational practitioners in a form most applicable to their needs.
- to improve the performance of educational personnel through the provision of educational knowledge.
- to motivate and assist educators in becoming discriminating knowledge seekers and users.
- to promote the implementation of more effective programs in the schools.
- to develop two-way communications channels among educational practitioners.

An SEA Dissemination System

The number and variety of dissemination activities which should exist in state education agencies is extensive. It is possible to classify them into four broad categories or components: *information*, *linkage*, *incentives*, and *management*. As Figure 4 illustrates, these components overlap each other to form the dissemination system.

Figure 4. An SEA Dissemination System



These four components are defined as:

- **Information** — those activities which deal with knowledge, facts, or data that exist in a form which facilitates communication.
- **Linkage** — those activities which relate to a two-way communication or intermediary system, network, or resource which links or provides the clients of the SEA with information and incentive resources.

- **Incentives** — those SEA activities which can be used to motivate or impel the clients of the SEA to implement a specific program or practice or to use knowledge for meeting educational objectives.
- **Management**— those SEA activities which are directed to the organization, control, and utilization of the other components of the dissemination system.

This section deals with the three core elements of the system: *information*, *linkage*, and *incentives*. The important *management* component will be treated separately.

Before looking at a description of dissemination activities and resources, a few cautions should be mentioned regarding the nature of the task. Neat categorization of the diverse activities and resources in SEA's is not possible. Not only are ideal or actual dissemination activities and resources established in many different contexts; but those activities and resources are established at several levels, under various titles, and within many different organizational structures. In addition, dissemination serves other functions within the SEA, such as planning and management.

For these reasons, the schema used here does not imply a rigid set of specifications or a model of an SEA dissemination system. Instead, it provides a framework for identifying needed activities and resources and for conceptualizing ways in which they might be organized in an operational plan for an SEA dissemination system. The framework is not a prescription for chief state school officers; it does not prescribe that a "Division of Dissemination" be established or that every SEA have all of the resources described.

Information Component

Major Objective

- to identify, collect, and prepare information for communication.

Activities

- to identify and secure relevant computerized and manually accessed files of educational information, legislation, data, and human resources.
- to design and construct files on national, state, and local effective or promising educational programs and practices.
- to synthesize information and prepare products and services which respond to an identified information need of an individual or group.
- to direct information into relevant national education information files such as ERIC.
- to identify knowledge production needs.

Since the information needed by educators is extensive, the nature of the component which collects it must be sophisticated. Maintaining adequate files of information on all educational topics in a variety of formats is the major responsibility of the information component. Both computerized and manually searchable files need to be established. This collection and storage activity can be facilitated by a good communications system, particularly in accessing information about intra-state programs, practices, and related information.

The production role of the information component recognizes that knowledge sought by the practitioner often is not the same as that which can be provided by the researchers. The information component can provide "transformations" of existing knowledge into useable resources. Such a transformation process should be guided by the requirement that the information component maintain a non-censoring role in disseminating information.

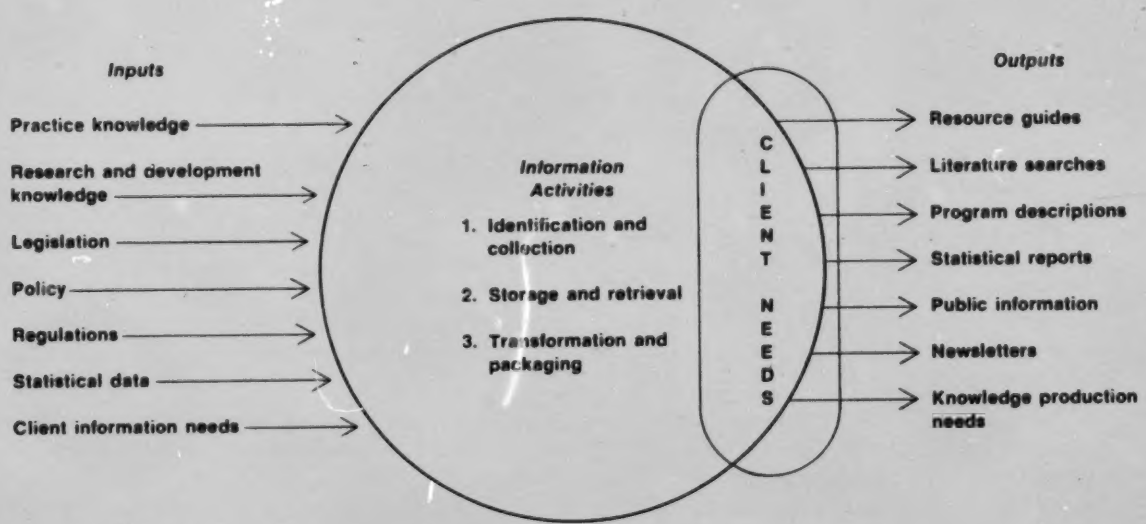
The production role precipitates a critical problem relative to the nature of the information produced — namely, the need for quality control and the selection of information to be packaged and disseminated. While the need for selecting quality programs and information may appear to be considerable (given limited resources for information collection), this need must be balanced by the danger that the potential users of the information may interpret the selection as censoring. Such an approach may produce outcomes quite contrary to those intended for the dissemination activities.

The SEA must be concerned with the quality of the information it provides to practitioners. It must be able to recommend alternative programs or practices which have proved to be effective. Assisting the practitioner to make reasoned choices among the alternatives available is a function best left to the linkage activities established by the SEA. There are no simple solutions to the problem of "directing" practitioners to specific products. Experience has demonstrated, however, that personal contacts between SEA or intermediary linkers and the client can, over time, establish a relationship in which such advice or direction is accepted.

By organizing public information and management information system activities within the information component, the SEA is recognizing that the functions and purposes of all such information are similar; only the format and the target audiences change. The effectiveness and the efficiency of an SEA's products for communication may be enhanced by the coordination of all information collecting and "packaging" within one functional component. *Component* should be interpreted here to mean *an integrated set of activities* rather than a single physical unit or office. This coordination need not be accomplished by the physical location of all such resources within one office, but may be organized under one manager or through a matrix of personnel whose activities are coordinated by common objectives. Such management and organizational issues will be considered later in this chapter.

Figure 5 depicts the inputs and outputs of the information component. The inputs include more than information on educational programs; they include information on legislation, policy, and statistics. A critical input is knowledge of the information needs of the client. For this reason, such input is represented as a separate element or filter through which all inputs are screened prior to the production of outputs. On the output side, the range of products is extensive in both format and content. A "by-product" of information activities is information relative to what knowledge is required by LEA's but which is unavailable.

Figure 5. The Information Component



Information

Of the three components, information is the one that is most easily conceived as a unit or group of units or offices. Despite this apparent facility, the range of inputs and outputs of the information component indicates the difficulty in coordinating what often are uncoordinated activities in many SEA's. The unifying factor behind these diverse information resources is that they can be used to inform or assist LEA's in a variety of improvement efforts.

These diverse information resources may be grouped into four areas or types:

- **Research and Program Information** — This area includes all information about new educational research or programs. Such resources as ERIC, DATRIX (abstracts of doctoral dissertations) and *Innovative Education Practices* (descriptions of validated ESEA, Title III programs) form the core of a large bank of information available to SEA's.

> ***Illustration***
> *One SEA houses a research-oriented dissemination system whose information component includes a complete collection of ERIC documents on microfiche; 70,000 indexed resumes of educational journal articles; over 6,000 books, bulletins and the like; several thousand current awareness articles — primarily newpaper clippings; subscriptions to over 300 publications listed in* Current Index to Journals in Education; *a subscription to the curriculum materials available through the Xerox Corporation; and a collection of fugitive research-related materials. This unit, which serves as one component of a communications/media service center, responds to information requests from local educators, supplying microfiche, hard copy on a loan basis, copies of current awareness and other articles, and information from a human resources and a "promising practices" file.*

- **Management Information** — This area includes data on enrollments, manpower, costs, and other similar information. At the national level, the National Center for Educational Statistics provides information to SEA's. Many states are developing the capability to collect and retrieve complex data on students and programs throughout the state.

> ***Illustration***
> *One SEA is in the process of developing a total management information system and has several files in the areas of vocational education and special education in operation. These files contain data on programs, equipment, personnel, facilities, and finances. At present, the SEA is planning to respond to information requests in the areas of vocational and special education, using program information and management data. In this way the SEA will be able to inform LEA's of costs and effectiveness of particular programs operating in the state.*

- **Public Information** — This area includes that information prepared for the various publics of the SEA concerning education in general. Almost every SEA has resources for communicating its purposes, activities, and accomplishments to the public.

> ***Illustrations***
> *A public information focus in several states is reflected through extensive preparation of materials designed to keep the public informed about various aspects of the educational system. One SEA publishes a monthly tabloid featuring information concerning regional accreditation meetings, contract accreditation, specific proposal development information for Title III, ESEA, new laws, and descriptions of new approaches adopted by LEA's within the state. With a circulation of 40,000, this publication reaches teachers, administrators, school board members, and legislators. In addition, taped reports, highlighting key SEA activities, are available to telephone callers. Both general and special interest bulletins are also distributed to LEA personnel, parent-teacher organizations, and other appropriate groups.*

- **Legislative and Regulatory Information** — This area includes information on laws, policies, and regulations of the federal or state governments relating to education.

> ***Illustrations***
>
> *All SEA's have legislative and regulatory responsibilities and must inform LEA's of such requirements. A few SEA information components have developed computerized or manual files on state educational legislation and regulations. These files can be searched for information on a specific piece of legislation or for reviewing all legislation relating to a program area, such as special education. This type of information can be provided along with program and management data.*

Linkage Component

Major Objective

- to establish and maintain a communication and assistance network between the SEA and LEA's and among practitioners.

Activities

- to maintain frequent communications between the SEA and local educators through a variety of media and personal contacts.
- to provide consultative services to local educators for assistance in problem identification, problem solving, and information utilization.
- to provide for demonstrations of effective or promising practices to educators.
- to provide training services and consultative assistance to local educators to enable them to implement effective programs and practices.
- to assist local educators in communicating among themselves.
- to create a capacity for continued information-seeking and self-renewal.

The activities of the linkage component are indicative of the broad range of service modes which the SEA may choose to establish. The most basic of these activities is that relating to establishing communication networks which carry the output of the information and incentives components to LEA's and which carry back information on client needs and feedback evaluation to the manager(s) of the dissemination system.

More complex activities in the linkage component focus on the provision of training, consultation, and related technical assistance or field services. Here, the objective is more than communication of information; the focus is on assisting the client in such areas as needs analysis, problem identification, selection of alternative solutions, and implementation. The degree of assistance provided by linkage is a function of SEA resources and the capacity of the LEA itself.

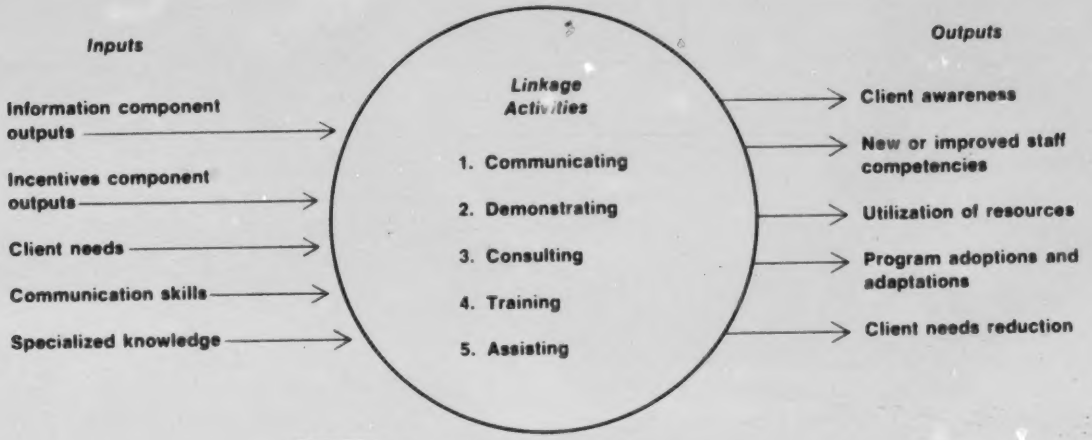
While the SEA can provide direct services through its linkage component, it can also support training and technical assistance services provided between or among LEA's. For example, in an LEA in which an innovative program has been established and proved effective, the SEA might support that LEA as it offers training and implementation assistance to other LEA's. In this way, the SEA capitalizes on the resources which have been developed within the state. Such a process can be employed for sharing of services among SEA's as well. This activity of supporting direct LEA affiliation through a producer-consumer relationship has been advocated by ESEA, Title III, and has been a major dissemination strategy employed by several SEA's. It represents one of many strategies the SEA may use in responding to LEA needs for information and assistance.

As Figure 6 depicts, the linkage activity uses as inputs the outputs or products of the other two components. In addition, it uses information about the clients' needs in focusing activities. Particularly with personalized linkage resources, special process and knowledge competencies are required in order

that the activities carried on are effective in achieving the objectives of the component. Thus, in the case of a consultant, information or knowledge may be provided from the consultant's own experience rather than from a product of the information component.

On the output side of the figure, the products of the linkage component range from a broad reduction of client needs to improved staff skills or the adaptation of specific innovations. The impact of linkage services can be measured along a continuum. The client may be only aware of or interested in some program, practice, or idea. At another point on the continuum, he/she may be ready to adopt or adapt a specific program.

Figure 6. The Linkage Component



Linkages

The linkage component intersects the SEA's information and incentive components with the client in the local school district. An SEA linkage component may also be used to link other SEA activities (regulation, evaluation, and the like) to local clients.

The specific linkage vehicle may be highly personalized or non-personalized, temporary or permanent, responsive or initiative. Major categories of linkages include:

- **Targeted Communications** — This category includes newsletters, brochures, and other printed materials which are usually prepared for specific audiences for specific objectives.

Illustrations

Several states place major emphasis on communicating information of special interest to various groups within the state. One state disseminates approximately 180 curriculum related publications annually, organized and targeted according to subject disciplines and elementary or secondary age/grade levels. In addition, course guides and curriculum materials developed each year by the state are sent to superintendents and building administrators, although there is no mandate to use them. Another state produces periodically a number of newsletters, each aimed at a specific target audience, such as English teachers or Title I or Title III personnel, and mailed directly to the target audiences. This same state also produces and distributes curriculum bulletins whose focus is increasingly toward the process rather than the content of curriculum building.

- **Mass Media** — This category includes radio, television, newspapers, magazines, and the whole range of modern telecommunications.

> ***Illustrations***
>
> *A very active program providing information through a variety of mass communications mechanisms exists in one state through both regular and special news released via radio, television, and newspapers. Another state utilizes radio and television as primary vehicles for communicating with the public, complimented by a "radio hotline" featuring three to five minute taped reports hooked up to a telephone answering device, a service which makes it possible for radio stations to have ready access to department news. Another state publishes a department magazine ten times per year with a circulation of approximately 28,000 and is sent to superintendents and other administrators, each local teacher's association, the presidents of local boards and community leaders — such as mayors and representatives of parent-teacher organizations. Copies are also distributed to the mass media across the state.*

- **Intermediate Agencies** — This category includes such agencies as teacher centers, demonstration centers or sites, and intermediate service centers. Such agencies emphasize human interactions and seek to assist the client in a broad range of knowledge utilization activities.

> ***Illustrations***
>
> *Some states, in an effort to provide support services to local school districts in a more effective and efficient manner, have organized intermediate units. Their role in one state, for example, is described as "catalysts for change in their regions," staffed with "people who can translate policy into things people can use." A second state has established regional centers designed to deliver services to consumers and improve the two-way communication flow process. Another state has established a network of 60 satellite centers including the state universities, 26 junior colleges, 21 area vocational centers, vocational offices in the five regions of the state, and five "exemplary vocational programs"; each satellite has a trained information consultant who provides service and a limited collection of ERIC microfiche, readers, and other related equipment. Still another state makes extensive use of demonstration centers, where practitioners are able to view a new program in action.*

- **Conferences and Training** — This category includes those temporary linking resources directed to specific problems.

> ***Illustrations***
>
> *A means of highlighting promising practices in one state's dissemination program is a series of conferences designed to provide educators the opportunity to share ideas and experiences which might prove valuable in the operation of their school districts. Closely related to these activities are the educational displays and exhibits developed for professional meetings and conferences, county or state fairs, as well as films and videotapes delivered to target groups by means of two mobile vans. Another state focuses on staff development workshops as a primary component of its information dissemination system and on an experimental and demonstration centers program designed to help schools discover more effective systems for delivering their services to children.*

- **Personalized Linkage** — This category includes a range of personal contact and assistance resources.

> ***Illustrations***
>
> *Utilization of face-to-face contact has been a growing force in SEA-LEA linkage systems. One state has established a model communications network in which each SEA consultant is assigned to a group of districts and an LEA intermediary consultant in each district keeps abreast of information needs, disseminates information within his/her schools, screens information and acts as a contact for the intermediate unit research committee. A second state provides, small, process-oriented teams to assist LEA's in setting up school-community structures for planning and implementing educational programs. Similarly, another state has established curriculum teams (generalists) to assist LEA planning activities. Originally, the majority of services provided were responsive in nature with a later shift toward assuming an initiative, leadership-oriented approach as a new rapport with LEA's has been developed. Service-oriented field representatives are assigned to LEA's in one state to establish a two-way communication system with LEA's, maintaining close contact with LEA administrators to determine the major feelings and reactions to problems which are emerging for purposes of relaying this information to top management within the SEA.*

Incentives Component

Major Objective

- to use appropriate SEA resources to motivate an LEA in evaluating and using knowledge and in implementing effective programs and practices.

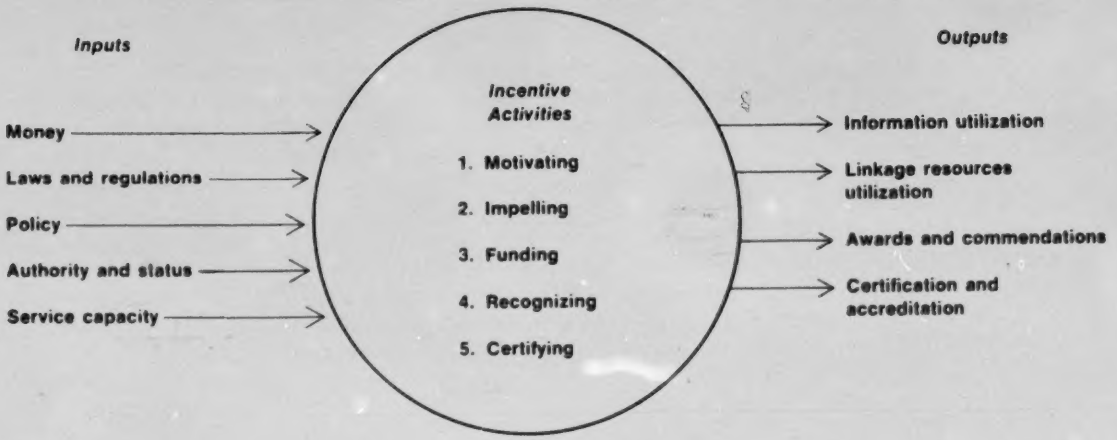
Activities

- to establish and use financial resources for supporting the installation and incorporation of effective programs and practices in schools.
- to establish policies and regulations which facilitate structured educational change and improvement in schools.
- to establish mechanisms for recognizing and rewarding those schools or school districts which implement effective educational programs.

The incentives resources which exist in an SEA are usually a product of the chief state school officer and/or the governing board. Such incentives reflect the chief's views or the views of the board on how change takes place. Policies established at that level set the pattern of incentives resources established within the SEA, although it is often the case that SEA personnel working directly with practitioners develop specific incentives or strategies. Despite the fact that incentives are an agencywide force for change, the importance of incentives to an SEA dissemination system require that it be recognized as a separate component. Still, while a good case may be made for viewing these activities and resources as integral to an SEA dissemination system, there is much less evidence of their existence or utilization in serving the dissemination process as compared with the other three components. This component should not and need not be viewed as an organizational entity; and in this respect it is different from the other two components of the dissemination system. An incentives component is as much a way of thinking about facilitating change and improvement in schools as it is a conscious coordination of dollars, authority, and status resources. While the latter is an ultimate objective, the former is a necessary and significant first step.

Figure 7 attempts to describe the inputs and outputs of the incentives component. Money may take the form of state aid tied to accreditation standards or competitive grants tied to quality programs. The authority and stature of the SEA may be used to give recognition to an LEA for commendation or for certification. Essentially the incentives component is a system of "pushes and pulls", of a judicious use of positive and negative motivations. The selection and use of incentives is a critical factor in all dissemination activities and for this reason is treated as a major component of the dissemination system.

Figure 7. The Incentives Component



While the ideal stressed in this document is leadership and service through collaborative affiliation with LEA's, the incentives component recognizes that an SEA may use a predominantly regulatory approach in bringing about improvement in educational programs in local schools. The philosophy and legislative mandate of SEA's is more directed to "pushes" than to "pulls", to a view of change that assumes a strong guiding hand being used by the SEA. Other SEA's operate in a context in which "pulls" and "carrots" are the primary vehicles for working with schools. This report suggests an approach which stresses collaborative affiliation between SEA's and LEA's, a situation in which objectives are negotiated and in which the SEA seeks to assist the LEA organization in building a standing capacity for improving and maintaining the system. Much of the literature on change supports the "pulls" approach to facilitating change and improvement.

It is possible that the most powerful incentives for change and improvement are not controlled by SEA's. Such incentives relate to the removal of barriers to innovation which impede teachers and administrators from trying out new ideas. Many writers have spoken of the organization of the schools and of the organization of educational personnel as restricting rather than promoting innovation. While the status and authority of the SEA may not be able to change such basic factors, particularly in the short-term, it does emphasize the need for the SEA to be aware of the several types of barriers to information utilization which exist in schools and to develop incentives which are consistent with the organizational environments of the schools.

An example of such awareness of the nature of the practitioner community is the provision of a range of alternative programs or practices from which the teacher selects that which is most appropriate to his/her needs. Just providing an array of alternatives may be enough of an incentive for utilization.

Incentives

Incentives comprise a very diverse set of resources which exist in SEA's in a variety of contexts. The common factor in this set is that each of the resources may be used to motivate the LEA in evaluating and in using knowledge to improve practice. Types of incentives include:

- **Recognition** — The SEA, using its authority and status, can reward or sanction the activities of LEA's through commendations and awards.

Illustration

One state has taken a significant step toward "rewarding" the staffs of local school districts by giving them a "pat on the back" for making progress. This is accomplished by developing films spotlighting effective school programs. An on-going process has been established for identification and reporting of model practices for incorporation into these films which are made available to educators and the general public across the state. Demonstration Centers and mini-grants to adopters are another important means of recognizing quality programs developed in the field.

- **Money** — Money, in the form of grants, is a primary incentive which the state education agency can use to promote improvement in LEA's. Federal dollars, such as those for innovation, vocational education, and special education may be granted on a competitive basis to locals for developing new programs.

Illustrations

One state provides small grants to local school districts to find new and better ways to solve persistent problems. Research and development funds in another state have supported: 1) projects for "clarifying objectives and for developing techniques to assess education results, resource utilization and costs," 2) projects "to develop and demonstrate alternative educational practices," and 3) projects "for improving the capabilities of educational personnel."

Another state has passed legislation which allocates funds for research and development "for the sole purpose of sponsoring the designing, developing, testing, and evaluation — on a pilot project basis — of applied or action research studies or projects which seek information on questions of critical concern to current and future educational needs of the state."

- **Regulations and policies** — Such activities as certification and accreditation are necessary and important functions of SEA's. The creative use of such regulations can demonstrate leadership to the LEA by focusing attention on a reduction of constraints while promoting the development of alternatives.

Illustration

One state supports a staff development program operated within the LEA on an in-service basis, providing graduate and certification credit for the training. This activity responds to a requirement for on-going improvement of skills in response to certification standards.

While education does relatively little by way of experimenting with incentives as a way to bring about change and improvement, their use is critical to the development of a successful dissemination system. SEA's usually have a variety of such resources at their disposal and need to analyze them from a dissemination perspective in order that they may be used effectively.

Figure 8 summarizes the major elements by listing all inputs, activities, and outputs of the system. Management of the system is discussed later.

A careful examination of the three sets of activities and resources provides evidence of the high degree of overlap that exists within the dissemination system. It is virtually impossible to create a neat "taxonomy" of dissemination components; similarily, it is not possible to neatly organize all dissemination resources. The objective here is to provide a descriptive classification or "template" whereby all of the activities may be presented for use by the SEA in planning its own system.

Figure 8. A State Education Agency Dissemination System

COMPONENTS	MANAGEMENT		
	INFORMATION	LINKAGE	INCENTIVES
INPUTS	1. Client Information Needs 2. Practice Knowledge 3. Research and Development Knowledge 4. Legislation 5. Policy and Regulations 6. Statistical Data	1. Information Component Outputs 2. Incentives Component Outputs 3. Client Needs 4. Communication Skills 5. Specialized Knowledge	1. Money 2. Laws and Regulations 3. Policy 4. Authority and Status 5. Service Capacity
ACTIVITIES	1. Identification and Collection 2. Storage and Retrieval 3. Transformation and Packaging	1. Communicating 2. Demonstrating 3. Consulting 4. Training 5. Assisting	1. Motivating 2. Impelling 3. Funding 4. Recognizing 5. Certifying
OUTPUTS	1. Resource Guides 2. Literature Searches 3. Program Descriptions 4. Statistical Reports 5. Public Information 6. Newsletters 7. Knowledge Production Needs	1. Client Awareness 2. New or Improved Staff Competencies 3. Utilization of Resources 4. Program Adoptions and Adaptations 5. Client Needs Reduction	1. Information Utilization 2. Linkage Utilization Resources 3. Awards and Commendations 4. Certification and Accreditation

Managing The Dissemination System

While the establishment of the three dissemination components is a necessary first step in the creation of the dissemination system, it is the implementation of a management process which is most crucial to the success of the entire system. Without a coordinating and guiding mechanism, the separate activities and resources are seldom integrated and directed toward common priority objectives.

Major Objective

- to provide overall direction and coordination for the dissemination system.

Activities

- to develop operational plans for the dissemination system which specify objectives, personnel, timelines, products, and costs.
- to coordinate the day-to-day operations of the components of the dissemination system.
- to develop and use appropriate communication channels for identifying local needs for knowledge, programs, or practices.
- to design and implement dissemination activities appropriate to the needs of the local school district.
- to coordinate dissemination operations with related SEA functions and activities.
- to establish and maintain communication with appropriate agencies and organizations external to the SEA.
- to evaluate the products and services of the dissemination system.

Directing The Dissemination System

Although state education agencies are complex organizations with myriad responsibilities, programs, and activities, the organization is guided in its work by implicit or explicit objectives established by law, by a governing board, and by the chief state school officer. It is the chief state school officer who, with the governing board, defines the specific objectives or tasks on which the SEA will focus. In turn, the directors of specific programs or functions such as planning, regulations, management and control, curriculum services, and the like, need to establish objectives which relate to those priorities established for the agency.

Two kinds of objectives are established for each function, those relating to on-going activities of the office or unit and those relating directly to priorities set by the chief or the board. As a function in the SEA, dissemination has objectives relating to the day-to-day operations of each of the components. In addition, it must direct its resources to the attainment of priority objectives of the SEA. This focus is required by the need for a cost-effective communication and technical assistance system.

Typical of the day-to-day operations are such activities as the following:

- preparing public information for dissemination through a variety of linkage modes.
- preparing literature searches in response to client requests.
- providing technical assistance in needs assessment and planning.
- organizing conferences and demonstrations.
- linking clients to sources of funds for adoptions of new programs.
- monitoring the activities of linkage agents.

This list is indicative of the variety of dissemination activities which take place as part of normal operations of a dissemination system. In addition, there are activities which need to be undertaken in response to priority objectives of the SEA. For example, resource guides, training programs, and competitive grants may be developed to focus on programs in consumer education or metric education as a way of addressing a statewide need.

Leadership

The barriers impinging on the development of a coordinated dissemination system are substantial. Roles, relationships, and responsibilities need to be redefined. Implementing a functional system in what are typically programmatic operations creates stresses and strains. New positions, such as those of the linkage agent or consultant, appear to conflict with more established roles. Incentives already established within the SEA need to be viewed from a more systematic perspective.

Solutions to these and other problems of the dissemination system often need to come from leadership personnel who provide overall direction for the SEA. Managers of the dissemination system frequently are too busy with day-to-day operations to assist the overall development of the system within the agency. It is the chief and his/her top management staff who can create the climate for strong development of the system, for creative use of incentives, and for meaningful relationships with LEA's. Leadership, as a support to the management of the system, is essential for a productive dissemination program.

Needs Sensing

If the SEA is committed to assisting LEA's in building capacity as defined in this chapter, a major activity of the management component is to monitor the outputs of the needs assessment process in the LEA's to determine what specific resources the dissemination system will need to establish and provide in order to assist the LEA's in addressing those needs. As was previously discussed, the linkage component of the dissemination system can provide assistance to the LEA in needs identification through information and consultation. The needs sensing process should provide information to the SEA about what new products, practices, or information are required by an LEA and what technical assistance, linkage, or incentives might be needed to bring about change or knowledge utilization in the LEA.

The SEA dissemination system is, as the definition implies, an interactive one, operating in both initiative and responsive modes. As a leadership organization, the SEA will initiate specific dissemination activities as a way of creating awareness of needs and of alternatives for addressing them. For example, the SEA might have an established priority relating to the use of program budgeting systems in LEA's. This objective may be translated into a regulation or strong recommendation. The dissemination system can support this objective through information, technical assistance, and incentives aimed at motivating the LEA to implement a new planning and budgeting system.

The SEA dissemination system also must be organized to respond to locally identified priorities. Such responses should be provided with all three sets of resources in a form dictated by local needs rather than those of the SEA. It is necessary to develop this responsive role if the SEA is to maintain a partnership relationship with the local districts.

Critical to the needs sensing process is the establishment of an effective and open two-way communication system. The utilization of a variety of linkage resources can help to assure two-way communication. Often, however, the management of the dissemination system will need to establish special channels for bringing about the "collaborative affiliation" which is required for building capacity for improvement in LEA's and for establishing them as partners in the process.

Internal Coordination

This activity recognizes that the dissemination system will vary significantly from SEA to SEA, particularly in terms of its organizational structure and personnel. As was pointed out previously, there is no mandate presented here for the development of a "Division" or "Office for Dissemination," even though the need for coordination may best be addressed through such an organization. Rather, such coordination may be accomplished by high level management, using a matrix approach in which staff members have two or more functional responsibilities across two or more objectives which guide not only the day-to-day activities of the system but those which are directed to special purposes, projects, and the like. Internal coordination is the strategy function, that which determines how the three sets of SEA dissemination resources are to be used for any given objective.

A strategy is based on four judgments made by management:

- who is the client and what are his/her needs and characteristics?
- what is the nature of the program, practice, or knowledge that is being communicated?
- how does the client view the role of the SEA in this change or improvement efforts?
- what impact are present dissemination activities having and how can this impact be increased?

Answers to these questions determine what information will be provided, in what form, through what linkage mechanism, using what incentives. Even in cases in which the SEA is operating in a responsive mode to LEA requests, the SEA must be conscious of these questions.

Determination of the strategies to be used by an SEA in promoting improvement in local districts is based largely on its perception of how change actually takes place. Some SEA's rely primarily on regulations, mandates, and guidelines; others often use recommendations and requests. The concept of capacity building as defined in this chapter assumes that an SEA establishes resources and designs strategies which call for decisions to be made in the LEA within relatively broad parameters set by the SEA. This is, in essence, the leadership role of the SEA, supported by dissemination services.

The effectiveness of the SEA in promoting and assisting implementation of new programs, practices, and knowledge in LEA's is a function of many factors — local antonomy, the perceived status and authority of the SEA, as well as others. The problem is not one of implementation itself, but of determining what harriers to implementation exist and what resources and actions an SEA might employ to reduce or remove such barriers. A natural outcome of an SEA focus on the implementation phase of change is that the SEA is forced to address and appreciate the LEA as a complex organization rather than as an "adopting unit."

The need to have a clearer understanding and empathy for what happens in the LEA is one of the most prominent points being made in recent literature on educational change. The locus of control for meaningful change will continue to lie in the local school district and in the classroom, regardless of the evolving centralization of certain finance and governance functions. While the SEA might employ a variety of effective linkage resources to bring the LEA and itself closer together, there may be conflicting philosophies which inhibit the effectiveness of outside change strategies, particularly with prepackaged products.

As with any system, management of the dissemination system should evolve in terms of local characteristics, philosophy, and anticipations. Feedback and evaluation activities should be employed in order to adjust the operation of the system for better performance. Clearly stated objectives for each activity facilitate such evaluation as well as the on-going monitoring of the system.

External Coordination

Management of the dissemination system must be conscious of two kinds of external coordination, that relating to other SEA functions and that relating to agencies external to the SEA. Since the dissemination system exists within the context of an SEA which has several other major purposes, it is important to recognize that the dissemination system must relate to all of these areas. The resources of the dissemination system exist to serve such SEA functions as planning, staff development, management and control, and regulations. Thus, the dissemination system has other clients in addition to its major one, the local school district.

In addition to this, the dissemination system must establish and maintain contacts and cooperation with agencies external to the SEA which have impact on the system. Such agencies as research and development centers, national networks of knowledge producers, program developers and validators, and institutions of higher education are important elements in the nationwide dissemination system. The SEA dissemination system must be linked to all of these agencies.

One growing function of the SEA is the support of research and development activities within the state. Not only do all states stimulate development of new knowledge, programs, or practices through state or federal grants, many states also have a well developed R&D function within their own agencies. This function, which focuses on the development of new programs to respond to state or locally iden-

tified needs for which there are no apparent solutions, should be coordinated closely with the dissemination system. Not only do the products of the R&D efforts feed into the information component, the activities of the dissemination system (user needs analysis, solution seeking, and the like) help to set the agenda for R&D activities by identifying those areas or needs for which no useful information is available.

A critical activity of the R&D function is that relating to the validation of the outcomes of these newly developed "solutions" to priority needs. More and more local districts and state education agencies are demanding that new programs be field tested and documented before widespread dissemination is undertaken. In many states, principally through federal motivation, the documentation of programs in terms of costs, effectiveness, and training needs has become a major activity. While this activity has been limited to a few federal programs, the practice appears to be capable of spreading to all federal programs and to state and locally developed products as well. As the number of programs and practices which have such documentation grows, SEA's will be able to offer more and more effective program alternatives to local school districts.

Summary

A framework has been presented which defines a state education agency dissemination system as *an integrated and coordinated set of information, linkage and incentive activities and resources directed to specific SEA goals and objectives.* The framework is defined within the context of SEA/LEA roles and relationships. The parameters of the framework are consistent with a broad interpretation of dissemination which defines the concept as a two-way sharing process:

- for communicating educational needs, problems, solutions, and information among educational practitioners, decision-makers, and knowledge producers; and
- for facilitating rational consideration and the appropriate utilization of the outcomes of research, development, effective educational practice, and other knowledge that can be used for the improvement of education.

Given this context and definition, the SEA dissemination system is perceived as having the following major characteristics:

Constituency Based — In both products and services, the system is responsive to clients needs.

Objectives Oriented — The system is consistent with and supports specific SEA objectives.

Agencywide — The system involves and integrates all dissemination activities and resources in the SEA.

Two-way Communication — The system is sensitive to the needs of clients in terms of information and assistance for information utilization.

High Level Leadership — Being agencywide and interrelated to other agency functions, the system requires high level leadership and management.

Chapter 4

SPECIFIC RECOMMENDATIONS

As a result of the study conducted by the Interstate Project on Dissemination, IPOD makes the following policy recommendations:

1. That the educational community adopt a consistent statement relative to dissemination activities and possibilities for expanding their scope.

The study of roles and relationships as well as the review of federal education legislation and program regulations relating to dissemination, led IPOD participants to the conclusion that there is considerable confusion and even disagreement over what actually constitutes dissemination. In some instances, dissemination is viewed primarily as being concerned with preliminary awareness activities — those designed to make educators aware of new or improved programs and practices, or research in progress. Often dissemination seems to be equated with public information and public relations, on the one hand, or statistical reporting, on the other. In other instances, dissemination embraces a broader range of activities.

The nature of the dissemination program developed depends, of course, on the perception of what dissemination is and what its purposes are. In addition, the marshalling of support for a dissemination effort in an education agency depends upon its ability to communicate both what is being done and its intended effect. If dissemination is to be established as a priority in education, then agreement on what dissemination involves must first be reached. IPOD participants view the movement toward an expanded scope for dissemination as evolutionary rather than revolutionary, and recommend adoption of a definition which reflects such an expanded scope. The definition of dissemination and the framework for planning which were set forth in chapter three seem best to exemplify the desired scope:

Dissemination is a two-way sharing process:

- for communicating educational needs and problems among educational practitioners, policymakers, and knowledge producers; and
- for facilitating rational consideration and the appropriate utilization of the outcomes of research, development, effective educational practice, and other knowledge that can be used for the improvement of education.

2. That state education agencies recognize dissemination as a major function and move toward development of a coordinated, integrated system within each agency.

Assuming that improvement of educational practice is a major SEA goal and that an effective dissemination system does much to further that goal, IPOD participants strongly recommend that development of an efficient and coordinated dissemination system be recognized as a major SEA responsibility.

Toward this end, IPOD participants developed a tool which would enable each SEA to take a searching look at its dissemination program. The framework developed, as outlined in chapter three, is not intended as a "model" for a dissemination system. It is instead a means by which an SEA may analyze its own program in relation to a set of identified dissemination system components or characteristics. Through use of the framework, an SEA may initiate activities leading to an analysis of current and desirable *information resources*, means of *linking* those resources to potential users, *incentives* for use of improved information programs or practices, and *management* arrangements.

3. That roles and responsibilities of organizational units under the Assistant Secretary for Education be clearly delineated in relation to dissemination.

The IPOD review of federal education legislation and program regulations revealed that the General Education Provisions Act, the Special Projects Act, and the myriad of dissemination requirements placed upon the Assistant Secretary's Office, USOE, and NIE by other legislation require similar and, in some instances, identical functions for several organizational units. Since SEA's in some ways tend to mirror the Education Division's organization, the problem relates not only to the federal level but to states as well. In order to develop an effective, non-duplicating approach to dissemination, it is im-

perative that confusion be eliminated at the federal level. Only through delineation of responsibility can the federal partner in the dissemination effort adequately fulfill its role in providing leadership and national direction.

4. That a plan for a nationwide system for sharing education knowledge be developed and implemented.

During the past several years, a number of important activities relating to dissemination have been initiated. The Dissemination Leadership Project, begun by USOE and continued by NIE, has provided a forum for bringing representatives of fifty-seven states and territories together and for obtaining state input into federal planning. A grants program for development of state dissemination capacity was begun by NIE in fiscal year 1975 with plans to continue until each state has participated. In addition, there are a number of other significant activities including those conducted under the Vocational Education Act, Education of the Handicapped Act, and the Elementary and Secondary Education Act. For these reasons, coordinated planning and development of nationwide dissemination capacity is recommended.

The SEA role in building this capacity should include, but not necessarily be limited to, the following:

- involvement of the SEA as the primary link between the research and development community and local school districts.
- development in each SEA of that mix of resources and activities which most effectively serve the specific requirements of that state.

Agencies of the Education Division of HEW should not only continue to collaborate in the development of SEA dissemination capacity but should also create and maintain an adequate set of those resources that can most appropriately be provided on a nationwide basis. The federal role in building dissemination capacity should include both financial and programmatic efforts. The federal role should include, but not be limited to, the following:

- continuation of the existing mechanisms for collection, storage, and retrieval of documentary information, (e.g., ERIC).
- assessment of requirements and appropriate expansion of these mechanisms to provide additional content (information on effective practices or programs), new files (national data, law), and additional means for synthesizing file content and for reporting to the profession.
- significant and appropriate involvement of state dissemination representatives in planning and development of the nationwide dissemination capacity.
- operation of a needs sensing mechanism which will both anticipate emerging issues and which will influence future research and development agenda.
- arrangements for promoting instruction in knowledge utilization in programs for preservice and inservice teacher education.
- articulation of the activities of the agents assigned dissemination responsibility by federal law or regulation.

It should be emphasized that a national dissemination system, with its implications of a federally managed system for delivering certain selected types of information, is **not** recommended. Instead, it is recommended that a plan for *nationwide dissemination capacity* be developed cooperatively through involvement of decision-makers from federal and state education agencies.

A nationwide plan should address a number of concerns identified during this study. It should, for example, serve to stabilize the relationships between and among the various agencies involved in the function. It should provide a means of coordinating and streamlining the great number and variety of dissemination tasks identified in the legislation and program regulations. Finally, it should provide the basis for the performance of several necessary tasks which do not now receive attention. Through such a plan, resources and expertise now available can be brought to bear in an effective way on the problem of achieving educational change; then, needs for additional resources and personnel can be clearly identified.

5. That adequate resources be allocated for dissemination activities at both the state and federal levels and that legislation encourage development of an agencywide dissemination function at all levels.

Federal legislation frequently mandates a dissemination function; however, that legislation either provides no funds or uses permissive language such as "funds under this title may be used for . . . dissemination." Furthermore, regulations for carrying out the legislation imply that states should establish dissemination efforts through separate programs. Consequently, in many states there is fragmentation of the dissemination function resulting from lack of a critical mass of resources directed toward agencywide efforts.

It is recommended:

- that resources be made available for
  - — extension of the state capacity building grant program to all states and the further use of state resources to further expand dissemination programs.
  - — regular evaluation of both dissemination plans and activities conducted at all levels.
  - — expansion of the role of the Dissemination Leadership Project in the planning, development, and execution of activities under the proposed nationwide plan.
  - — expansion of federal efforts to facilitate and coordinate delivery of technical assistance to the states.
  - — development and implementation of a nationwide sharing plan relating to dissemination.
  - — development of preservice and inservice programs in knowledge utilization for all educators and preservice and inservice programs to develop competencies necessary for dissemination personnel.
- that legislation and regulations encourage development of an agencywide dissemination function at all levels.

6. That NIE and USOE, in coordination with the Dissemination Leadership Project, provide for the identification or development of technical assistance and for access to such assistance by states as they develop dissemination capabilities.

Major barriers to the development of effective dissemination programs include inadequately trained personnel and fragmentation of effort across organizational units within a given agency. To encourage the further development of adequate and coordinated dissemination systems within SEA's, it is recommended that NIE and USOE work to identify existing sources of technical assistance, to develop expanded or additional sources, and to encourage state utilization of assistance.

7. That programs of inservice and preservice training be developed and funded.

One problem faced in promoting educational excellence is the reluctance or inability of program managers to employ information in decision-making. A key element in the effective revision of dissemination efforts, then, is inclusion of this component for the purpose of educating the intended users of educational information, products, or practices.

These programs — through a joint effort of SEA's, institutions of higher education, the educational laboratories and centers, and other segments of the educational community — should:

- train or develop personnel for SEA dissemination efforts. Current staff development opportunities for dissemination personnel, inservice or preservice, are fragmented and limited. Yet effective programs obviously depend upon staff expertise. For this reason, it seems imperative that a series of training programs be developed to meet this need.
- train future teachers and administrators to use information from research, development, and practice in decision-making and professional development.
- assist administrators and teachers in using knowledge for program improvement.

8. That dissemination activities be regularly reevaluated in light of the state-of-the-art and recommendations for improvement be made.

These IPOD recommendations stem from an analysis of current legislation, regulations, policy, and literature relating to dissemination. As dissemination matures as an educational function, however, old problems will disappear and new ones will naturally emerge. Improved techniques or planning frameworks will be developed and should be considered.

In order to maintain unity of purpose, in order to improve dissemination practices, and in order to recommend new policies, a periodic refunding of an SEA study group is recommended.

Appendices for chapter two were compiled and developed to illustrate in detail specific federal statutory and regulatory requirements related to educational dissemination. First, all federal legislation related to education was studied. This legislation has been compiled and printed in book form by the House Committee on Education and Labor and the Senate Committee on Labor and Public Welfare under the title *A Compilation of Federal Education Laws (As Amended Through December 31, 1974).* Then, all sections containing dissemination requirements were extracted. The applicable sections in the legislation have been cross-referenced to federal regulations using the *1974 Code of Federal Regulations—Title 45—Public Welfare,* the *1974 Code of Federal Regulations—Finding Aids,* and the "Federal Register," January 1, 1975 through July 1, 1975. Appendix A documents, for the first time, the results of the statutory and regulatory investigation mentioned above. It lists each applicable law, title and section; it describes the program, research or development requirement involved; it outlines the dissemination requirement [if any]; it cites the program regulations [if any], and, finally, it identifies the responsible agent(s) for each of these functions as designated in the public law or code of federal regulations. Appendices B and C are in tabular form and emphasize certain aspects of the legislative analysis found in chapter two. Following, by title, are the three appendices.

Appendix A: Federal Education Dissemination Laws and Regulations

Appendix B: Agents Responsible for Dissemination Requirements

Appendix C: Categorical Analysis of Dissemination Requirements

EXPLANATORY NOTES

Appendix A, Federal Education Dissemination Laws and Regulations, represents a comprehensive overview of federal dissemination requirements – an overview which has not been previously available – and serves as the primary basis for the analysis found in and recommendations resulting from chapter two. The structure and content for the Appendix A table are as follows:

COLUMN HEADING	CONTENT
Public Law	Identifies the federal education laws by public law number and title
Statutory Program, Research, and/or Development Requirement	Contains excerpts from the legislation requiring program development or research activities identified by statute section number and title
Responsible Agent	Identifies the agent responsible for the development requirement
Statutory Dissemination Requirement	Contains excerpts from the legislation which include dissemination requirements, identified by statute section number and title
Responsible Agent	Identifies the agent responsible for the dissemination requirement
Federal Program Regulations	Contains excerpts from the regulations which include dissemination requirements, identified by *Code of Federal Regulations* section number

To facilitate review of Appendix A, the reader is encouraged to note that:

[ ]	brackets indicate paraphrasing of the law or regulation; in all other cases, the material included is quoted from the original source document
"Refer to"	Whenever a previously quoted section recurs, the words "Refer to" have been used to indicate the previous section and to avoid duplication of the entire quotation.
. . .continued)	When a section has been partially quoted on one page and continued on another, the word "continued" appears to save space and maintain continuity.

Appendix A: Federal Education Dissemination Laws and Regulations

APPENDIX A
TABLE OF CONTENTS

	Page
PART I – THE EDUCATION DIVISION	65
General Education Provisions Act	66
PART II – ELEMENTARY AND SECONDARY PROGRAMS	71
Elementary and Secondary Education Act of 1965, As Amended	72
Indian Education Act	99
Emergency School Aid Act	100
Education Amendments of 1974, Title VIII	103
National Defense Education Act	103
Public Law 874, 81st Congress	104
Future Farmers of America	104
PART III – HIGHER EDUCATION PROGRAMS	105
Higher Education Act of 1965	106
PART IV – EDUCATIONAL, RESEARCH, EXPERIMENTATION AND NATIONAL EDUCATION PRIORITIES	123
Cooperative Research Act	124
Special Projects Act	127
Environmental Education Act	134
Alcohol and Drug Abuse Education Act	136
National Reading Improvement Program	138
PART V – EDUCATIONAL PERSONNEL TRAINING PROGRAMS	141
Higher Education Act of 1965 Title V - Education Professions Development	141
PART VI – VOCATIONAL EDUCATION PROGRAMS	143
Vocational Education Act of 1963, As Amended	144
PART VII – PUBLIC LIBRARY PROGRAMS	153
Library Services and Construction Act	154
National Commission on Libraries and Information Sciences Act	156
PART VIII – INTERNATIONAL EDUCATION PROGRAMS	157
International Education Act of 1966	158
National Defense Education Act of 1958	158
United States Information and Educational Exchange Act of 1948	159
Mutual and Cultural Exchange Act of 1961	160
Agricultural Trade Development and Assistance Act of 1954	
PART IX – EDUCATION AND TRAINING OF ADULTS	165
Adult Education Act (Elementary and Secondary Education Amendments of 1965 - Title III)	166
Communication Act of 1934	168
PART X – EDUCATION AND TRAINING OF THE HANDICAPPED	169
Education of the Handicapped Act	170
Model Secondary School for the Deaf Act	179
Galladet College	179
Kendall School	179
National Foundation on the Arts and Humanities Act of 1965	179
National Science Foundation Act of 1950	182

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
GENERAL EDUCATION PROVISIONS ACT (P.L. 90-247)	**SEC. 401 THE EDUCATION DIVISION** There shall be, within the Department of Health, Education, and Welfare, an Education Division, composed of the agencies [subsequently] listed, which shall be headed by the Assistant Secretary. The Education Division shall be composed of the following agencies: The Office of Education; and The National Institute of Education. In the Office of the Assistant Secretary there shall be a National Center for Education Statistics.	Education Division-Department of Health, Education and Welfare (HEW)			
	SEC. 402 ASSISTANT SECRETARY FOR EDUCATION There shall be in the Department of Health, Education, and Welfare an Assistant Secretary for Education, who shall be appointed by the President, by and with the advice and consent of the Senate. The Assistant Secretary shall be the principal officer in the Department to whom the Secretary shall assign responsibility for the direction and supervision of the Education Division.	Assistant Secretary-HEW	**SEC. 424 COMPILATION OF ASSISTED INNOVATIVE PROJECTS** The Assistant Secretary shall publish annually a compilation of all innovative projects assisted under programs administered in the Education Division, including Title III and Part C of Title IV of the Elementary and Secondary Education Act of 1965, in any year funds are used to carry out such programs. Such compilation shall be indexed according to subject, descriptive terms, and locations.	Assistant Secretary-HEW	
	SEC. 403 OFFICE OF EDUCATION There shall be an Office of Education which shall be the primary agency of the Federal Government responsible for the administration of programs of financial assistance to educational agencies, institutions, and organizations. The Office shall have such responsibilities and authorities as may be vested in the Commissioner by law or delegated to the Commissioner in accordance with law. The Office shall be headed by the Commissioner of Education who shall be appointed by the President, by and with the advice and consent of the Senate, and who shall be subject to the direction and supervision of the Secretary.	United States Commissioner of Education (Commissioner) President	**SEC. 403 OFFICE OF EDUCATION** The Commissioner shall submit to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House of Representatives not later than November 1 of each year a report on the personnel needs and assignments of the Office. Such report shall include a description of the manner in which the Office is organized and the personnel of the Office are assigned to the various functions of that agency and of personnel needs of that agency in order to enable it to carry out its functions, as authorized by law.	Commissioner	

Part I: The Education Division

			SEC. 422 COLLECTION AND DISSEMINATION OF INFORMATION The Commissioner shall– (1) prepare and disseminate to state and local educational agencies and institutions information concerning applicable programs and cooperate with other Federal officials who administer programs affecting education in disseminating information concerning such programs; (2) inform the public on federally supported education programs; (3) prepare and publish an annual report on (a) the condition of education in the nation, (b) developments in the administration, utilization, and impact of applicable programs, (c) results of investigations and activities by the Office of Education, and (d) such facts and recommendations as will serve the purpose for which the Office of Education is established. The Commissioner's annual report shall be submitted to the Congress. . . .The Commissioner's annual report shall be made available to state and local educational agencies and other appropriate agencies and institutions and to the general public.	Commissioner	
			The Commissioner is authorized to enter into contracts with public or private agencies, organizations, groups, or individuals to carry out the provisions of this section.	State Educational Agency (SEA), Local Educational Agency (LEA), Other Appropriate Agencies	**SS 100a.26 REVIEW OF APPLICATIONS** Review by the Commissioner. . .will take into account the following factors (in addition to such other criteria as may be prescribed by statute or regulation): . . . Soundness of the proposed plan of operation, including consideration of the extent to which. . .provision is made for disseminating the results of the project and for making materials, techniques, and other outputs resulting therefrom available to the general public and specifically to those concerned with the area of education with which the project is itself concerned.
	SEC. 403 OFFICE OF EDUCATION *. . .continued)* There shall be regional offices of the Office of Education established in such places as the Commissioner of Education, after consultation with the Assistant Secretary of HEW, shall determine.	Regional Offices	**SEC. 403 OFFICE OF EDUCATION** *. . .(continued)* The regional offices shall serve as centers for the dissemination of information about the activities of the agencies in the Education Division and provide technical assistance to state and local educational agencies, institutions of higher education, and other educational agencies, institutions, and organizations and to individuals and other groups having an interest in Federal education activities.	Regional Offices	

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
GENERAL EDUCATION PROVISIONS ACT (P.L. 90247)	**SEC. 405 NATIONAL INSTITUTE OF EDUCATION** The Congress further declares it to be the policy of the United States to— (1) help to solve or to alleviate the problems of, and promote the reform and renewal of American education; (2) advance the practice of education, as an art, science, and profession; (3) strengthen the scientific and technological foundations of education; and (4) build an effective educational research and development system. In order to carry out [this] policy, there is established the National Institute of Education, which shall consist of a National Council on Educational Research and a Director of the Institute.	National Institute of Education (NIE)	**SEC. 405 NATIONAL INSTITUTE OF EDUCATION** The National Council on Educational Research shall present to the Assistant Secretary and the Director [of NIE] such recommendations as it may deem appropriate for strengthening of educational research, the improvement of methods of collecting and disseminating the findings of educational research and of insuring the implementation of educational renewal and reform based upon the findings of educational research. The Director [of NIE] is authorized to conduct educational research; collect and disseminate the findings of educational research; train individuals in educational research; assist and foster such research; collection, dissemination, or training through grant, or technical assistance to, or jointly financed cooperative arrangements with public or private organizations, institutions, agencies, or individuals; promote the coordination of such research and research support within the Federal Government; and may construct or provide (by grant or otherwise) for such facilities as he determines may be required to accomplish such purposes. The term "educational research" includes research (basic and applied), planning, surveys, evaluations, investigations, experiments, developments, and demonstrations in the field of education (including career education).	National Council on Educational Research Director-NIE	
	SEC. 406 NATIONAL CENTER FOR EDUCATION STATISTICS There is established, within the Office of the Assistant Secretary, a National Center for Education Statistics (hereafter in this section referred to as the 'Center'). The Center shall be headed by an Administrator who shall be appointed by the Assistant Secretary in accordance with the provisions of Title 5, United States Code, relating to appointments in the competitive service.	National Center for Education Statistics	**SEC. 406 NATIONAL CENTER FOR EDUCATION STATISTICS** The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall— (1) collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States;	National Center for Education Statistics	

Refer to **SEC. 403**, *page* **66**

(2) conduct and publish reports on specialized analyses of the meaning and significance of such statistics;

(3) assist state and local educational agencies in improving and automating their statistical and data collection activities; and

(4) review and report on educational activities in foreign countries.

The Assistant Secretary shall, not later than March 1 of each year, submit to the Congress an annual report which—

(1) contains a description of the activities of the Center during the then current fiscal year and a projection of its activities during the succeeding fiscal year;

(2) sets forth estimates of the cost of the projected activities for such succeeding fiscal year; and

(3) includes a statistical report on the condition of education in the United States during the two preceding fiscal years and a projection, for the three succeeding fiscal years, of estimated statistics related to education in the United States.

Assistant Secretary for Education-HEW

SEC. 427 PARENTAL INVOLVEMENT AND DISSEMINATION

In the case of any applicable program in which the Commissioner determines that parental participation at the state or local level would increase the effectiveness of the program in achieving its purposes, he shall promulgate regulations with respect to such program setting forth criteria designed to encourage such participation. If the program for which such determination provides for payments to local educational agencies, applications for such payments shall set forth policies and procedures for adequate dissemination of program plans and evaluations to such parents and the public.

Local Educational Agency (LEA)

SS 121.4 PARENTAL INVOLVEMENT AND DISSEMINATION

The Commissioner determines that parental participation at the state or local level would increase the effectiveness of the program in achieving its purposes. He shall promulgate regulations. . .designed to encourage parental participation.

If the program for which such determination is made provides for payments to local educational agencies, applications for payments shall. . .set forth policies and procedures for adequate dissemination of program plans and evaluation to such parents and the public.

(Repeated citations:
SS 121.205 Parental Participation
SS 121.240 Parental Participation)

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
GENERAL EDUCATION PROVISIONS (P.L. 90-247)	*Refer to* SEC. 403, *page* 66		*Refer to* SEC. 427, *page* 69		SS 121.253 CRITERIA FOR ASSISTANCE **Development, Parental Involvement, and Dissemination of Information.** Each project (funded through USOE) shall include services and activities designed to accomplish the following objectives. . . (1) to encourage the effective participation of parents (and other family members) of the children to be served in the development and operation of the project. Such participation shall include (a) opportunities to advise and assist in planning development operation and evaluation of the project; (b) training for such parents and other family members (where appropriate) as a component of the project; (c) appropriate participation in the educational and therapeutic components of the project; and (d) opportunities to advise and assist in the dissemination of information regarding the project. If any application for assistance under this subpart provides for payments to a local education agency or agencies, such application shall also be subject to the requirements regarding parental involvement and dissemination of information. (2) to acquaint the community to be served by the project, with the problems and potentialities of handicapped children. In addition, dissemination of information regarding the project shall be extended to the general public and the education and other professional communities by appropriate means. A project must be structured so that its components can be replicated or adapted for use elsewhere.
	Refer to SEC. 403, *page* 66		SEC. 423 CATALOG OF FEDERAL EDUCATION ASSISTANCE PROGRAMS The Commissioner shall prepare and make available. . .a catalog of all Federal education assistance programs whether or not such programs are administered by him.	Commissioner	

PART II--ELEMENTARY AND SECONDARY PROGRAMS

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) TITLE I Financial Assistance to Local Education Agencies for the Education of Low Income Families Part A – Basic Grants Subpart 1: Grants to Local Education Agencies	SEC. 101 DECLARATION OF POLICY Congress hereby declares it to be the policy of the United States to provide financial assistance. . .to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.	Congress	SEC. 141 APPLICATION (From Part D – General Provisions) [A local educational agency may receive a Title I grant only after application and approval by the appropriate state educational agency. The LEA's grant application must be consistent with such basic criteria as the U.S. Commissioner of Education establishes, including] – that the local educational agency is making the application and all pertinent documents related thereto available to parents and other members of the general public and that all evaluations and reports required. . .shall be public information [A local educational agency may receive a Title I grant only after application and approval by the appropriate state educational agency. The LEA's grant application must be consistent with such basic criteria as the U.S. Commissioner of Education establishes, including] – that effective procedures will be adopted for acquiring and disseminating to teachers and administrators significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.	LEA (including a state agency directly responsible for providing free public education for handicapped children or for children in institutions for rejected or delinquent children) LEA	SS 116.16 PROJECT APPLICATIONS Grants under Title I of the Act to a local educational agency (including a state agency directly responsible for providing free public education for handicapped children or for children in institutions for neglected or delinquent children) will be made on the basis of applications therefor which are submitted to the state educational agency and approved by it in an aggregate amount not in excess of the amount of the funds made available for that local educational agency. SS 116.17 PROJECT COVERED BY AN APPLICATION Each application by a local educational agency for a grant under Title I of the Act shall include specific plans for disseminating information concerning the provisions of Title I, and the applicant's past and present Title I programs, including evaluations of such programs, to parents and to the general public and for making available to them upon request the full text of current and past Title I applications, all pertinent documents related to those applications, evaluations of the applicant's past Title I projects, all reports required by SS 116.23 to be submitted to the state educational agency, and such other documents as may be reasonably necessary to meet the needs of such parents or other members of the public for information related to the comprehensive planning, operation, and evaluation of the Title I program but not including information relating to the performance of identified children and teachers. Such plans shall include provision for the reproduction, upon request, of such documents free of charge or at reasonable cost (not to exceed the additional costs incurred which are not covered by Title I funds) or provisions whereby persons requesting such copies will be given adequate opportunity to arrange for the reproduction of such documents.

Refer to **SEC. 101**, *page* **72**

SEC. 151 PROGRAM EVALUATION

The Commissioner shall develop and publish standards for evaluation of program. . .effectiveness in achieving with objectives of this title.

The Commissioner shall provide to state educational agencies, models for evaluations of all programs conducted under this title.

The Commissioner shall also develop a system for the gathering and dissemination of results of evaluations and for the identification of exemplary programs and projects or of particularly effective elements of programs and projects, and for the dissemination of information concerning such programs and projects or such elements thereof to state and local educational agencies responsible for the design and conduct of programs and projects under this title and to the education profession and the general public.

Commissioner

SS 116.25 DISSEMINATION AND UTILIZATION OF RESULTS OF EDUCATIONAL RESEARCH AND DEMONSTRATIONS

Each application by a state or local educational agency for a grant, or by the Department of the Interior for a payment, shall describe the methods to be used by the applicant for reviewing, selecting, and disseminating to teachers and educational administrators significant information on the latest developments and most recent experiments in education so that such information will be available for use in program planning and operation. The provisions in that regard may include, among other things, inservice education, the use of professional librarians on library informational systems, professional workshops and seminar consultations and visitations, and reports on the organization, operation and outcome of projects under Title I of the Act.

Promising educational practices developed through projects of the applicant, or through information disseminated to it by other applicants, shall be considered for, and to the extent deemed appropriate and not in violation of the assurance called for by paragraph (h) of SS 116.17, may be adopted in all of the schools of the applicant through the use of available funds other than those under Title I of the Act.

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) TITLE I (Part A ... Continued) Subpart 2: State Operated Programs	*Refer to* SEC. 101, *page* 72 **SEC. 121 PROGRAMS FOR HANDICAPPED CHILDREN** A state agency which is directly responsible for providing free public education for handicapped children (including mentally retarded, hard of hearing, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education) shall be eligible to receive a grant.	State Education Agency (SEA)	**SEC. 151** *(Continued)* The Commissioner shall make a report to the respective committees of the Congress having legislative jurisdiction over programs authorized by this title and the respective Committees on Appropriations concerning his progress in carrying out. . .[his duties under this title.]		
	SEC. 122 PROGRAMS FOR MIGRATORY CHILDREN A state educational agency or a combination of such agencies, upon application, shall be entitled to receive a grant. . .to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers or of migratory fishermen.	SEA			
	SEC. 123 PROGRAMS FOR NEGLECTED OR DELINQUENT CHILDREN A state agency which is directly responsible for providing free public education for children in institutions for neglected or delinquent children or in adult correctional institutions shall be entitled to receive a grant. . .(but only if grants received under this section are used only for children in such institutions).	SEA			

Part D – General Provisions	SEC. 148 NATIONAL ADVISORY COUNCIL		SEC. 148 NATIONAL ADVISORY COUNCIL		
	There shall be a National Advisory Council on the Education of Disadvantaged Children. . .consisting of fifteen members appointed by the President.	National Advisory Council on the Education of Disadvantaged Children	The National Council shall review and evaluate the administration and operation of this title, including its effectiveness in improving the educational attainment of educationally deprived children, including the effectiveness of programs to meet their occupational and career needs, and make recommendations for the improvement of this title and its administration and operation. These recommendations shall take into consideration experience gained under this and other Federal educational programs for disadvantaged children and, to the extent appropriate, experience gained under other public and private educational programs for disadvantaged children. The National Council shall make such reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of this title) as it may deem appropriate and shall make an annual report to the President and the Congress not later than March 31 of each calendar year. Such annual report shall include a report specifically on which of the various compensatory education programs funded in whole or in part under the provisions of this title, and of other public and private educational programs for educationally deprived children, hold the highest promise for raising the educational attainment of these educationally deprived children. The President is requested to transmit to the Congress such comments and recommendations as he may have with respect to such report. . .The National Council shall continue to exist until July 1, 1978.	National Advisory Council on the Education of Disadvantaged Children	

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) TITLE II School Library Resources, Textbooks, and Other Instructional Materials	SEC. 519 (P.L. 90-380), an amendment to ESEA, provides as follows: SEC. 519 There is established, in the Office of Education, an Office of Libraries and Learning Resources. . .through which the Commissioner shall administer all programs in the Office of Education related to assistance for, and encouragement of, libraries and information centers and education technology. The Office shall be headed by a Director, to whom the Commissioner shall delegate his delegable functions with respect to the programs administered through the Office. SEC. 201 APPROPRIATIONS AUTHORIZED The Commissioner shall carry out a program for making grants for the acquisition of school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools. SEC. 203 STATE PLANS Any state which desires to receive grants under this title shall submit to the Commissioner a state plan, in such detail as the Commissioner deems necessary, which sets forth the criteria to be used in selecting the library resources, textbooks, and other instructional materials to be provided under Title II and for determining the proportions of the state's allotment for each fiscal year which will be expended for library resources, textbooks, and other printed and published instructional materials, respectively, and the terms by which such library resources, textbooks, and other instructional materials will be made available for the use of children and teachers in the schools of the state.	Commissioner, and Office of Libraries and Learning Resources Director-Office of Libraries and Learning Resources Commissioner, and Office of Libraries and Learning Resources SEA			SS 117.21 ACCESSIBILITY OF INSTRUCTIONAL MATERIALS Administration of the state plan requires the development, revision, dissemination, and evaluation of standards relating to the selection, acquisition, and use of school library resources, textbooks, and other printed and published instructional materials.

ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10)

TITLE III

Supplementary Educational Centers and Services; Guidance, Counseling, and Testing

77 02

SEC. 301 APPROPRIATIONS AUTHORIZED

The Commissioner shall carry out a program for making grants for supplementary educational centers and services, to stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity or quality, and to stimulate and assist in the development and establishment of exemplary elementary and secondary school educational programs, and to assist the states in establishing and maintaining programs of testing and guidance and counseling.

Commissioner

SEC. 303 USES OF FEDERAL FUNDS

Funds appropriated. . .shall be available only for grants in accordance with applications approved pursuant to this title for—

(1) the establishment or expansion of exemplary and innovative educational programs (including dual-enrollment programs and the lease or construction of necessary facilities) for the purpose of stimulating the adoption of new educational programs. . .in the schools of the state; and

(2) the establishment, maintenance, operation, and expansion of programs or projects. . .designed to enrich the programs of local elementary and secondary schools and to offer a diverse range of educational experience to persons of varying talents and

LEA

SEC. 305 STATE PLANS

Any state desiring to receive payments for any fiscal year to carry out a state plan under this title shall establish within its state educational agency a State Advisory Council. . .The State Advisory Council shall prepare and submit through the state educational agency a report. . .to the Commissioner and to the National Advisory Council [established in Sec. 309, page 00 herein].

State Title III Advisory Council

The Commissioner shall approve a state plan, or modification thereof, if he determines that the plan submitted for that fiscal year—

(1) provides for the adoption of effective procedures for the evaluation. . .of the effectiveness of the programs and projects. . .by the State Advisory Council, and for appropriate dissemination of the results of the evaluations and other information pertaining to Title III programs or projects.

(2) provides for adopting, where appropriate, promising educational practices developed through Title III programs or projects.

SEA

SEC. 303 USES OF FEDERAL FUNDS

Funds appropriated. . .shall [also] be available for—

the evaluation of plans, programs, and projects, and dissemination of the results thereof.

LEA

SS 118.6 PREPARATION OF STATE PLAN

Any state desiring to receive funds under Title III of the Act for any fiscal year shall, as a condition to the receipt of such funds, submit a state plan to the Commissioner.

SS 118.8 GENERAL PLAN PROVISIONS

The state plan shall provide for, and describe the objectives of and procedures to be used in, the statewide dissemination of the results of evaluations performed. . .of other information concerning those programs and projects which are determined through such evaluations to be innovative, exemplary, and of high quality.

SS 118.24 CRITERIA FOR REVIEW OF PROJECT APPLICATIONS

Criteria for reviewing project applications shall include:

(1) provisions for the development of concepts, practices, and techniques which can be adapted or adopted elsewhere;

(2) an awareness of information concerning similar programs, relevant research findings, and views of recognized experts;

(3) provisions for dissemination of information about the proposed project which are appropriate and adequate for the area to be served.

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) TITLE III	SEC. 303 *(Continued)* needs by providing, especially through new and improved approaches, supplementary educational services and activities, such as developing, producing, and transmitting radio and television programs for classroom and other educational use, (3) the proper and efficient administration of state plans; (4) obtaining technical, professional, and clerical assistance and the services of experts and consultants to assist the advisory councils authorized by Title III in carrying out their responsibilities.				SS 118.25 INNOVATIVE AND EXEMPLARY PROJECTS The state educational agency shall establish policies and procedures under which it will use at least 50 percent of the funds that it receives to carry out its state plan in each fiscal year to: (a) plan for and take other steps leading to the development of innovative and exemplary programs and projects, including pilot projects designed to test the effectiveness of such plans; and (b) establish or expand innovative and exemplary programs and projects (including dual enrollment programs and the lease or construction of necessary facilities) for the purpose of stimulating the adoption of new educational programs, including special programs for handicapped children. . . SS 118.26 PROJECTS FOR HANDICAPPED CHILDREN The state educational agency shall establish policies and procedures under which it will use at least 15 percent of the funds that it receives to carry out its state plan in each fiscal year for: (a) planning programs or projects referred to in paragraphs (b) and (c) of this section; (b) establishing or expanding innovative and exemplary educational programs for the purpose of stimulating the adoption of new educational programs to demonstrate ways to meet the special needs of handicapped children; or (c) establishing, maintaining, operating, or expanding services or activities which utilize new and improved approaches which demonstrate ways to meet the special educational needs of handicapped children.

SEC. 306 SPECIAL PROGRAMS AND PROJECTS

The Commissioner is authorized. . .to make grants [directly] to local educational agencies. . .for programs or projects which meet the purposes of Section 303. The Commissioner may not approve an application under this section unless the application has been submitted to the appropriate state educational agency for comment and recommendation with respect to the action to be taken by the Commissioner regarding the disposition of the application.

Not less than 15 per centum of the funds granted pursuant to this section in any fiscal year shall be used for programs or projects designed to meet the special educational needs of handicapped children.

Commissioner

Refer to SEC. 303, *page* 77

SEA, LEA

SS 118 APPENDIX

Applications for the following four types of projects will be given priority in the award of Title III grants:

(1) *Developer-Demonstration Projects.* Projects in which a local educational agency that has successfully implemented an exemplary approach to the solution of an educational problem common to all of several states undertakes to aid other local educational agencies (through such activities as training and dissemination activities) in adopting that approach.

(2) *Statewide Facilitator Projects.* Projects in which a local educational agency assists other local agencies within its own state to find an appropriate exemplary program selected. . .to meet their educational needs.

(3) *Replication Projects.* Projects in which a local educational agency selects and replicates an exemplary program which has not been developed by such agency.

(4) *Replication of Projects Validated by Office of Education.* Projects in which a local educational agency having large numbers or proportions of children with deficiencies in reading and mathematics undertakes to replicate compensatory education programs which have been validated by the Office of Education and which are appropriate to the demonstrated needs of the district.

Priority will also be given to applications for projects in which a local educational agency implements a comprehensive demonstration program to provide more effective educational services to victims of child abuse and neglect enrolled in elementary and secondary schools.

Priority will also be given to projects holding promise of having a favorable early impact upon the education of handicapped children.

SEC. 309 NATIONAL ADVISORY COUNCIL

The President shall appoint a National Advisory Council on Supplementary Centers and Services.

National Advisory Council on Supplementary Centers and Services

SEC. 309 NATIONAL ADVISORY COUNCIL

The National Advisory Council on Supplementary Centers and Services. . .shall (1) evaluate programs and projects carried out under [Title III of this Act] and disseminate results thereof; and (2) review, evaluate, and transmit to the Congress and the President the reports submitted [through the state educational agencies, as described in Section 305].

National Advisory Council on Supplementary Centers and Services

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) **TITLE IV** **Libraries, Learning Resources, Educational Innovation, and Support** **Part A – General Provisions**	[Title IV of the Elementary and Secondary Education Act (ESEA), "Libraries, Learning Resources, Educational Innovation, and Support," consists of three parts: A, B, and C. Part A contains General Provisions; Parts B and C consolidate educational programs from several pieces of legislation. Part B consists of the programs authorized by the following legislation: (1) Title II of ESEA (school library resources, textbooks and other instructional materials); (2) Title III of ESEA, as it relates to testing, counseling, and guidance; and (3) Title III (except Section 305) of the National Defense Act of 1958 (financial assistance for strengthening instruction in academic subjects). Part C consists of the following: (1) Title III of ESEA, except for programs of testing, counseling, and guidance (supplementary educational centers and services); (2) Title V of ESEA (strengthening state and local educational agencies); (3) Section 807 of ESEA (dropout prevention projects); and (4) Section 808 of ESEA (demonstration projects to improve school nutrition and health services for children of low-income families.)]				
	SEC. 403 STATE PLANS Any state which desires to receive Title IV grants shall establish an advisory council.	SEA	**SEC. 403 STATE PLANS** The State Advisory Council. . .shall. . .evaluate all programs and projects assisted under Title IV, and prepare at least annually and submit through the state educational agency a report of its activities, recommendations, and evaluations, together with such additional comments as the state educational agency deems appropriate, to the Commissioner.	State Title IV Advisory Council	**SS 134.50 STATE ADVISORY COUNCIL** Any state which desires to receive grants [under Title IV of the Act] shall establish an advisory council as provided in [section 403 of the Act]. The State Advisory Council shall. . .prepare at least annually and submit through the state educational agency a report of its activities, recommendations, and evaluations, together with such additional comments as the state educational agency deems appropriate, to the Commissioner.

	SEC. 403 STATE PLANS Any state which desires to receive Title IV grants shall also submit a state plan to the Commissioner.	SEA	**SEC. 403 STATE PLANS** The state plan shall— (1) provide for the adoption of effective procedures for the appropriate dissemination of the results of Title IV program evaluations and other information pertaining to such programs; (2) provide for the adoption of effective procedures, for the adoption, where appropriate, of promising educational practices developed through innovative programs supported under Title IV.	SEA	The State Advisory Council shall. . .evaluate all programs and projects assisted [under Title IV of the Act] at least annually. Evaluations by the State Advisory Council shall include the scope and quality of programs and projects for children enrolled in public elementary and secondary schools and private nonprofit elementary and secondary schools. **SS 134.10 SUBMISSION** Any state which desires to receive grants [under Title IV of the Act] shall submit to the Commissioner an annual program plan in such detail as the Commissioner deems necessary. **SS 134.16 EVALUATION, DISSEMINATION, AND ADOPTION OF PROMISING PRACTICES** The annual program plan shall provide. . .for the adoption of effective procedures (1) for an evaluation by the State Advisory Council, at least annually, of the effectiveness of the programs and projects assisted under the annual program plan, (2) for the appropriate dissemination of the results of such evaluations and other information pertaining to such programs or projects, and (3) for the adoption, where appropriate, of promising educational practices developed through innovative programs supported under part C [of Title IV of the Act].
Part B — Libraries and Learning Resources	**SEC. 421 PROGRAM AUTHORIZED** The Commissioner shall carry out a program for making grants to the states (pursuant to state plans approved under section 403) for the acquisition of school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools.	SEA	*Refer to* **SEC. 403** *above*		

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) TITLE IV Part C – Educational Innovation and Support	SEC. 431 PROGRAMS AUTHORIZED The Commissioner shall carry out a program for making grants to the states (pursuant to state plans approved under section 403)– (1) for supplementary educational centers and services to stimulate and assist in the provision of vitally needed educational services. . .not available in sufficient quantity or quality and to stimulate and assist in the development and establishment of exemplary elementary and secondary school programs. . .to serve as models for regular school programs. (2) for the support of demonstration projects by local educational agencies or private educational organizations designed to improve nutrition and health services in public and private elementary and secondary schools. (3) for strengthening the leadership resources of state and local educational agencies and for assisting those agencies in the establishment and improvement of programs to identify and meet educational needs of states and local school districts. (4) for making arrangements with local educational agencies for the carrying out. . .of demonstration projects involving the use of innovative methods, systems, materials, or programs which show promise of reducing the number of such children who do not complete their secondary school education. . .	SEA, LEA	*Refer to* SEC. 403, *page* 81		SS 134b.2 AUTHORIZED ACTIVITIES Each state may receive a grant under this part (pursuant to the annual program plan approved under section 403 of the Act): (a) for supplementary educational centers and services to stimulate and assist in the provision of vitally needed educational services (including preschool education, special education, compensatory education, vocational education, education of the gifted and talented children, and dual enrollment programs) not available in sufficient quantity or quality, and to stimulate and assist in the development and establishment of exemplary elementary and secondary school programs (including the remodeling, lease, or construction of necessary facilities) to serve as models for regular school programs; (b) for the support of demonstration projects by local educational agencies or private educational organizations designed to improve nutrition and health services in public and private elementary and secondary schools serving areas with high concentrations of children from low-income families, and such projects may include payment of the cost of (1) coordinating nutrition and health service resources in the areas to be served by a project, (2) providing supplemental health, mental health and nutritional services, and. . . (d) for making arrangements with local educational agencies for the carrying out by such agencies, in schools which (1) are located in urban or rural areas, (2) have a high percentage of children from low-income families and (3) have a high percentage of such children who do not complete their secondary school education, of demonstration projects involving the use of innovative methods, systems, materials, or programs which show promise of reducing the number of such children who do not complete their secondary school education.

SS 134b.10 ACTIVITIES

Activities under SS 134b.2(a) [Strengthening State Educational Agencies] may only include:

(a) planning for and taking other steps leading to the development of programs designed to provide supplementary educational activities;

(b) the establishment or expansion of exemplary and innovative educational programs for the purpose of stimulating the adoption of new educational programs. . .in the schools of the state; and

(c) the establishment, maintenance, operation, and expansion of programs. . .designed to enrich the programs of local. . .school. . .and to offer a diverse range of educational experiences to persons. . .by providing, especially through new and improved approaches, supplementary educational services.

SS 134b.30 STATE EDUCATIONAL AGENCY ACTIVITIES

Funds available under SS 134b.2(c) may be used by the state education agency for the planning of, and for, the development, improvement, or expansion of activities promoting the purposes set forth in SS 134b.2(c), such as: . . .

(a) dissemination or support for the dissemination of information relating to the condition, progress, and needs of education in the state;

(b) programs for conducting, sponsoring, or cooperating in educational research and demonstration programs and projects such as (1) the development in elementary and secondary schools of programs of occupational information, counseling and guidance, and instruction in occupational education on an equal footing with traditional academic education, (2) establishing and maintaining curriculum research and innovation centers to assist in locating and evaluating curriculum research findings, (3) discovering and testing new educational ideas (including new uses of printed and audio-visual media) and more effective educational practices and putting into use those which show promise of success, and (4) studying ways to improve the legal and organizational structure for education and the management and administration of education in the state;

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) TITLE IV Part C – Educational Innovation and Support	*Refer to* SEC. 431, *page* 82		*Refer to* SEC. 403, *page* 81		**SS 134b.30** *(Continued)* (c) publication and distribution, or support for the publication and distribution, of curricular materials collected and developed at curriculum research centers and elsewhere; (d) programs to improve the quality of teacher preparation, including student-teaching arrangements, in cooperation with institutions of higher education and local educational agencies; (e) programs and other activities specifically designed to encourage the full and adequate utilization and acceptance of auxiliary personnel (such as teacher aides) in elementary and secondary schools on a permanent basis; (f) studies or support for studies concerning the financing of public education in the state. **SS 134b.40 LOCAL EDUCATIONAL AGENCY ACTIVITIES** Funds available. . .may be used to assist local educational agencies in strengthening the leadership resources of their districts. . .Activities authorized. . .may include: . . . Programs for conducting, sponsoring, or cooperating in educational research and demonstration programs and projects such as (i) establishing and maintaining curriculum research and innovation centers to assist in locating and evaluating curriculum research findings, (ii) discovering and testing new educational ideas (including new uses of printed and audiovisual media) and more effective educational practices, and putting into use those which show promise of success, and (iii) studying ways to improve the legal and organizational structure for education, and the management and administration of education in the district of such agency.

ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10)

TITLE V

Strengthening State Departments of Education

Part A – Grants to Strengthen State Departments of Education

SEC. 501 APPROPRIATIONS AUTHORIZED

The Commissioner shall carry out a program for making grants to stimulate and assist states in strengthening the leadership resources of their state educational agencies, and to assist those agencies in the establishment and improvement of programs to identify and meet the educational needs of states.

SEA

SEC. 503 GRANTS FROM APPORTIONED FUNDS

[Grants may be given to state education agencies for] –programs for conducting, sponsoring, or cooperating in educational research and demonstration programs and projects such as (1) the development in elementary and secondary schools of programs of occupational information, counseling, and guidance, and instruction in occupational education on an equal footing with traditional academic education, (2) establishing and maintaining curriculum research and innovation centers to assist in locating and evaluating curriculum research findings, (3) discovering and testing new educational ideas (including new uses of printed and audiovisual media) and more effective educational practices, and putting into use those which show promise of success, and (4) studying ways to improve the legal and organizational structure for education and the management and administration of education in the state, evaluation and demonstration projects to insure that benefits obtained by children in Head Start and other preschool programs are not lost during their early elementary school years, but are instead enhanced so as to provide continuity in and accelerated development of the child's learning, academic and other social achievements.

SEA

SEC. 503 GRANTS FROM APPORTIONED FUNDS

[The Commissioner may make grants to state educational agencies for the planning of, and for programs for, the development, improvement, or expansion of activities to strengthen state departments of education. Such activities may include] –dissemination or support for the dissemination of information, relating to the condition, progress, and needs of education in the state; publication and distribution, of curricular materials collected and developed at curriculum research centers and elsewhere.

SEA

SS 119.3 PROCEDURES FOR APPLICATION REVIEW AND DISPOSITION

The Commissioner will approve an application only upon his determination that such an application meets the requirements of the Act and the regulations.

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) TITLE V *Part A . . .(continued)*	**SEC. 505 SPECIAL PROJECT GRANTS** The Commissioner [is] to make grants to state educational agencies to pay part of the cost of experimental projects for developing state leadership or for the establishment of special services which, in the judgment of the Commissioner, hold promise of making a substantial contribution to the solution of problems common to the state educational agencies of all or several states, and for grants to public regional interstate commissions or agencies for educational planning and research.	SEA			
Part B – Local Education Agencies	**SEC. 521 APPROPRIATIONS AUTHORIZED** The Commissioner shall carry out a program for making grants to stimulate and assist local educational agencies in strengthening the leadership resources of their districts and to assist those agencies in the establishment and improvement of programs to identify and meet the educational needs of their districts.	LEA			
	SEC. 523 GRANTS FROM APPORTIONED FUNDS [Grants may be given for] – programs for conducting, sponsoring, or cooperating in educational research and demonstration programs and projects such as (1) establishing and maintaining curriculum research and innovation centers to assist in locating and evaluating curriculum research findings, (2) discovering and testing new educational ideas (including new uses of printed and audiovisual media) and more effective educational practices.	LEA	**SEC. 523 GRANTS FROM APPORTIONED FUNDS** [Grants may also be given for] – programs for. . .putting into use those [new and innovative educational ideas and practices] which show promise of success.	LEA	
Part C – Comprehensive Educational Planning and Evaluation	**SEC. 531 AUTHORIZATION** The Commissioner is authorized to make comprehensive planning and evaluation grants to state and local educational agencies in order to assist and stimulate them to enhance their capability to make effective	SEA LEA			

progress, through comprehensive and continuing planning and evaluation, toward the achievement of opportunities for high-quality education for all segments of the population.

SEC. 532 COMPREHENSIVE PLANNING AND EVALUATION GRANTS: ELIGIBLE AGENCIES

SEA

Any state desiring to receive a planning and evaluation grant for any fiscal year shall designate or establish within its state educational agency a single office or unit,. . .the state planning and evaluation agency, as the sole agency for administering a comprehensive program of systematic planning and evaluation of elementary and secondary education in the state. The state planning and evaluation agency shall have the primary responsibility for planning and evaluating the education programs of the state and for the administration of funds received by the state under this part.

LEA

[Any LEA desiring to receive planning and evaluation grant must provide the Commissioner with satisfactory assurance that] the local educational agency or agencies will use the funds for demonstration projects to plan, develop, test, and improve planning and evaluation systems and techniques.

In making grants,. . .the Commissioner shall give special emphasis on developing coordinated and comprehensive plans for educational planning and evaluation between and among the Office of Education, state educational agencies, and local educational agencies, including projects on an interstate, regional, or metropolitan area basis.

SEC. 533 APPLICATION

SEA
LEA

[An application for a planning and evaluation grant]—

shall be submitted to the Commissioner at such time or times, in such form, and containing such information as he may deem necessary. Such application shall include—

(1) a plan for developing and strengthening the capabilities of the applicant to improve its planning capacity and to conduct, on a continuous basis, objective evaluations of the effectiveness of education programs and projects;

(2) a plan for utilizing the resources of, and coordinating with, programs affecting education of other Federal, state, and local agencies, organizations, and persons.

SEC. 533 APPLICATION

SEA
LEA

[Grant] applications shall include—

a statement of policies and procedures which have been, or will be, established and implemented for developing and maintaining a permanent system for obtaining and collecting significant information necessary for the assessment of education in the area to be served by the applicant, for consulting with and involving parents of children served by the applicant, and for making full and detailed information concerning the educational planning and evaluation activities and findings of the applicant and other agencies and persons receiving assistance under this part reasonably available to the public.

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) TITLE V Part D – Councils on Quality in Education	SEC. 541 NATIONAL AND STATE ADVISORY COUNCILS There is hereby established a National Council on Quality in Education, composed of fifteen members appointed by the President, by and with the consent of the Senate.	National Council on Quality in Education	SEC. 541 NATIONAL AND STATE ADVISORY COUNCILS The National Council shall – (1) review, evaluate, and transmit to the Congress and the President the evaluation reports. . .[of Title V projects and programs as submitted by the state advisory councils]; (2) conduct national conferences on the assessment and improvement of education in which national and regional education associations and organizations, state and local education officers and administrators, and other organizations, institutions, and persons (including parents of children participating in Federal education programs) may exchange and disseminate information on the improvement of education; and (3) conduct, and report on comparative studies and evaluations of education systems in foreign countries. The National Council shall make an annual report, and such other reports as it deems appropriate, on its findings, recommendations, and activities to the Congress and the President. The President is requested to transmit to the Congress, at least annually, such comments and recommendations as he may have with respect to such reports and its activities.	National Council on Quality in Education President	

ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10)

TITLE VI

Education of the Handicapped

[NOTE: Effective July 1, 1971, Title VI of ESEA is repealed and replaced by Education of the Handicapped Act. See page 170.]

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) TITLE VII Bilingual Education Programs ("Bilingual Education Act") Part A – Financial Assistance for Bilingual Education Programs	**SEC. 702 POLICY; APPROPRIATIONS** The Congress declares it to be the policy of the United States, in order to establish equal educational opportunity for all children, (1) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods; and (2) for that purpose, to provide financial assistance to local educational agencies for certain purposes, in order to enable such local educational agencies to develop and carry out such programs in elementary and secondary schools, including activities at the preschool level, which are designed to meet the educational needs of such children; and (3) to demonstrate effective ways of providing, for children of limited English-speaking ability, instruction designed to enable them, while using their native language, to achieve competence in the English language.	Congress			
805 Part B – Administration	**SEC. 731 OFFICE OF BILINGUAL EDUCATION** There shall be, in the Office of Education, an Office of Bilingual Education. . .through which the Commissioner shall carry out his functions relating to bilingual education. The Office shall be headed by a Director of Bilingual Education, appointed by the Commissioner, to whom the Commissioner shall delegate all of his delegable functions relating to bilingual education.	Commissioner and Director of Bilingual Education	**SEC. 731 OFFICE OF BILINGUAL EDUCATION** The Commissioner, in consultation with the (National Advisory Council on Bilingual Education), shall prepare and, not later than November 1 of 1975, and of 1977, shall submit to the Congress and the President a report on the condition of bilingual education in the Nation and the administration and operation of this title and of other programs for persons of limited English-speaking ability.	Commissioner and Director of Bilingual Education	
803	**SEC. 732 NATIONAL ADVISORY COUNCIL ON BILINGUAL EDUCATION** There shall be a National Advisory Council on Bilingual Education composed of fifteen members appointed by the secretary of HEW.	Secretary-HEW	**SEC. 732 NATIONAL ADVISORY COUNCIL ON BILINGUAL EDUCATION** The Council shall prepare and, not later than November 1 of each year, submit a report to the Congress and the President on the conditions of bilingual education in the Nation and on the administration and operation of this title, including those items specified in section 731, and the administration and operation of other programs for persons of limited English-speaking ability.	National Advisory Council on Bilingual Education	

SEC. 721 BILINGUAL EDUCATION PROGRAMS

Funds available . . shall be used for—

(1) the establishment, operation, and improvement of programs of bilingual education;

(2) auxiliary and supplementary community and educational activities designed to facilitate and expand the implementation of programs . . ., including such activities as adult education programs related to the purposes of this title, particularly for parents of children participating in programs of bilingual education, and carried out, where appropriate, in coordination with programs assisted under the Adult Education Act, and preschool programs preparatory and supplementary to bilingual education programs;

(3) the establishment, operation, and improvement of training programs for personnel preparing to participate in, or personnel participating in, the conduct of programs of bilingual education and auxiliary and supplementary training programs, which shall be included in each program of bilingual education, for personnel preparing to participate in, or personnel participating in, the conduct of such programs; and

(4) planning, and providing technical assistance for, and taking other steps leading to the development of, such programs.

SEA, LEA, Higher Education Institutions

SEC. 721 BILINGUAL EDUCATION PROGRAMS

Funds available . . shall be used for . . the operation of . . programs of bilingual education [as described in Sec. 721, to the left].

SEA, LEA, Higher Education Institutions

§§ 123.12 AUTHORIZED ACTIVITIES

Assistance made available . . shall be for the purpose of developing and carrying out new and imaginative elementary and secondary school programs designed to meet the special educational needs of children of limited English-speaking ability.

The following activities are authorized to be carried out with financial assistance made available . . .

(1) planning for and taking other steps leading to the development of bilingual education programs designed to meet the special educational needs of children of limited English-speaking ability in schools having a high concentration of such children from families (i) with incomes below $3,000 per year, or (ii) receiving payments under a program of aid to families with dependent children under a state plan approved under Title IV of the Social Security Act, including research projects, pilot projects designed to test the effectiveness of plans so developed, and the development and dissemination of special instructional materials for use in bilingual education programs;

(2) providing (i) preservice training designed to prepare persons to participate in the programs described in (a)(1) of this section as teachers, teacher-aides, or other ancillary education personnel such as counselors, and (ii) inservice training and development programs designed to enable such persons to continue to improve their qualifications while participating in such programs; and

(3) establishing, maintaining, and operating the bilingual education programs . . ., including (i) activities designed to develop listening, speaking, reading, writing, and other academic skills in the English language and in the dominant language of participating children of limited English-speaking ability; (ii) activities to impart to students a knowledge of the history and culture associated with their languages; (iii) activities to establish closer cooperation between the school and the home, (iv) early childhood education activities . . . to improve the potential for profitable learning activities by children of limited English-speaking ability; (v) adult education activities . . . particularly for parents of children participating in the bilingual education programs . . .; (vi) activities designed for dropouts or potential

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) TITLE VII Part B – Administration	*Refer to* SEC. 721, *page* 91		*Refer to* SEC. 721, *page* 91		SS 123.12 *(Continued)* dropouts having need of these programs. . .; (vii) activities conducted by accredited trade, vocational, or technical schools which are related to bilingual education programs; and (viii) other activities which will make substantial progress toward achieving the purpose described in section 702. SS 123.13 APPLICATIONS Assurance should be given that the applicant will cooperate with the Commissioner (or a public or private agency designated by the Commissioner) in the evaluation of the extent to which funds made available under this part have been effective in improving the educational opportunities of children of limited English-speaking ability; and that the applicant will submit to the Commissioner an annual report and such other reports, in such form and containing such information, as he may reasonably require to carry out his functions under this part, and will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports. Reports relating to performance and evaluation of approved programs shall be submitted to the Commissioner not less frequently than twice annually, and shall include averages of scores on reliable and valid tests or other objective measurements of the success of such programs in attaining the objectives stated in the applicant's program application.
	SEC. 723 TRAINING The Commissioner shall, through grants to, and contracts with, eligible applicants, provide for– (1) training, carried out in coordination with any other programs training auxiliary educational personnel, designed to prepare personnel to participate in, or for personnel participating in, the conduct of programs of bilingual education, including programs emphasizing opportunities for career	Commissioner	SEC. 703 DEFINITIONS; REGULATIONS The Commissioner, after receiving recommendations from state and local educational agencies and groups and organizations involved in bilingual education, shall establish, publish, and distribute, with respect to programs of bilingual education, suggested models with respect to pupil-teacher ratios, teacher qualifications, and other factors affecting	Commissioner	

development, advancement, and lateral mobility, to train teachers, administrators, paraprofessionals, teacher aides, and parents, and to train persons to teach and counsel such persons; and

(2) special training programs designed to meet individual needs, and to encourage reform, innovation, and improvement in applicable education curricula in graduate education, in the structure of the academic profession, and in recruitment and retention of higher education and graduate school facilities, as related to bilingual education.

The term "eligible applicants" means—

(1) institutions of higher education (including junior colleges and community colleges) which apply, after consultation with, or jointly with, one or more local educational agencies;

(2) local educational agencies; and

(3) state educational agencies.

SEC. 722 INDIAN CHILDREN IN SCHOOLS

The Commissioner is authorized to make payments to the Secretary of the Interior to carry out programs of bilingual education for children on reservations served by elementary and secondary schools for Indian children or funded by the Department of the Interior.

For the purpose of carrying out programs under this part for individuals served by elementary and secondary schools operated predominantly for Indian children, a nonprofit institution or organization of the Indian tribe concerned which operates any such school and which is approved by the Commissioner for the purposes of this section may be considered to be a local educational agency as such term is used in this title.

Commissioner

SEA, LEA, Higher Education Institutions

Secretary of the Interior

LEA, Nonprofit Institution Operating a School Predominantly for Indian Children, SEA

the quality of instruction offered in such programs.

In prescribing regulations. . ., the Commissioner shall consult with state and local educational agencies, appropriate organizations representing parents and children of limited English-speaking ability, and appropriate groups and organizations representing teachers and educators involved in bilingual education.

SEC. 722 INDIAN CHILDREN IN SCHOOLS

The Secretary of the Interior shall prepare and, not later than November 1 of each year, shall submit to the Congress and the President an annual report detailing a review and evaluation of the use, during the preceding fiscal year, of all funds paid to him by the Commissioner. . .including complete fiscal reports, a description of the personnel and information paid for in whole or in part with such funds, the allocation of such funds, and the status of all programs funded from such payments. Nothing in this subsection shall be construed to relieve the Director of any authority or obligation under this part.

The Secretary of the Interior shall. . .submit to the Congress and the President, the annual report and an assessment of the needs of Indian children. . .in schools operated or funded by the Department of the Interior, including those state educational agencies and local educational agencies receiving assistance under the Johnson-O'Malley Act (25 U.S.C. 452 et seq.) and an assessment of the extent to which such needs are being met by funds provided to such schools for educational purposes through the Secretary of the Interior.

Secretary of the Interior

SS 187.5 ELIGIBILITY FOR, AND NATURE OF AVAILABLE ASSISTANCE

State and local educational agencies, federally supported elementary and secondary schools for Indian children, and Indian tribes, organizations, and institutions may apply for grants to support planning, pilot, and demonstration projects which are designed to plan for, and test and demonstrate the effectiveness of, programs (including early childhood programs) for improving educational opportunities for Indian children.

SS 187.25 ADDITIONAL CRITERIA FOR PROJECTS FOR DISSEMINATION AND EVALUATION

In the evaluation of applications for assistance. . ., priority will be given to projects involving the dissemination of information and materials relating to, and the evaluation of the effectiveness of, academic services which affect academic achievement in basic educational areas (such as reading and language arts).

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) **TITLE VII** *Part B . . .(continued)*	**SEC. 742 RESEARCH AND DEMONSTRATION PROJECTS** The National Institute of Education shall (in accordance with the provisions of section 405 of the General Education Provisions Act) carry out a program of research in the field of bilingual education in order to enhance the effectiveness of bilingual education programs carried out under Title VIII and other programs for persons of limited English-speaking ability. In order to test the effectiveness of research findings by the National Institute of Education and to demonstrate new or innovative practices, techniques, and methods for use in such bilingual education programs, the Director and the Commissioner are authorized to make competitive contracts with public and private educational agencies, institutions, and organizations for such purpose.	NIE SEA, LEA, Higher Education Institutions, and Public and Private Educational Agencies	**SEC. 742 RESEARCH AND DEMONSTRATION PROJECTS** In carrying out their responsibilities. . ., the Commissioner and the Director shall, through competitive contracts with appropriate public and private agencies, institutions, and organizations— (1) develop, and disseminate instructional materials and equipment suitable for use in bilingual education programs; and (2) establish and operate a national clearinghouse of information for bilingual education, which shall collect, analyze, and disseminate information about bilingual education and related programs.	SEA, LEA, Higher Education Institutions, and Public and Private Educational Agencies Clearinghouse for Bilingual Education	

ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10)

TITLE VIII

General Provisions

88 95

SEC. 809 RESEARCH AND DEMONSTRATION PROJECTS IN CORRECTION EDUCATION SERVICES

The Commissioner is authorized to make grants to state and local educational agencies, institutions of higher education, and other public and private nonprofit research agencies and organizations for research or demonstration projects, relating to the academic and vocational education of antisocial, aggressive, or delinquent persons, including juvenile delinquents, youth offenders, and adult criminal offenders, including the development of criteria for the identification for specialized educational instruction of such persons, from the general elementary and secondary school age population and special curriculums, and guidance and counseling programs. (All projects shall include an evaluation component.)

NOTE: Effective July 1, 1975, Sec. 809 is repealed by P.L. 93-380, Sec. 403, page 00.

Commissioner

SEC. 810 IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN

The Commissioner shall carry out a program of making grants for the improvement of educational opportunities for Indian children—

(1) to support planning, pilot, and demonstration projects. . .which are designed to test and demonstrate the effectiveness of programs for improving educational opportunities for Indian children.

(2) to assist in the establishment and operation of programs. . .which are designed to stimulate the provision of educational services not available to Indian children in sufficient quantity or quality, and the development and establishment of exemplary educational programs to serve as models for regular school programs in which Indian children are educated;

Commissioner

SEC. 810 IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN

The Commissioner shall carry out a program of making grants for the improvement of educational opportunities for Indian children—

to encourage the dissemination of information and materials relating to, and the evaluation of the effectiveness of educational programs which may offer educational opportunities to Indian children.

SEA, LEA, Indian Community Organizations, Higher Education Institutions, Other Public and Private Nonprofit Research Agencies

SS 187.5 ELIGIBILITY FOR, AND NATURE OF, AVAILABLE ASSISTANCE

Demonstration projects for improving educational opportunities: State and local educational agencies, federally supported elementary and secondary schools for Indian children, and Indian tribes, organizations, and institutions may apply for grants to support planning, pilot and demonstration projects which are designed to plan for, and test and demonstrate the effectiveness of, programs (including early childhood programs) for improving educational opportunities for Indian children.

Educational enrichment and exemplary programs: State and local educational agencies, and tribal and other Indian community organizations may apply for grants to assist them (1) to provide educational services not

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) **TITLE VIII** **General Provisions**	SEC. 810 *(Continued)* (3) to assist in the establishment and operation of preservice and inservice training programs. . .for persons serving Indian children as educational personnel. The Commissioner is authorized to make grants to state and local educational agencies, federally supported elementary and secondary schools for Indian children and to Indian tribes, organizations, and institutions to support planning, pilot, and demonstration projects which are designed to plan for, and test and demonstrate the effectiveness of, programs for improving educational opportunities for Indian children including— (1) innovative programs related to the educational needs of educationally deprived children; (2) bilingual and bicultural education programs and projects; (3) special health and nutrition services, and other related activities, which meet the special health, social, and psychological problems of Indian children; and (4) coordinating the operation of other federally assisted programs which may be used to assist in meeting the needs of such children. The Commissioner is also authorized to make grants for the establishment and operation of exemplary and innovative educational programs and centers, involving new educational approaches, methods, and techniques designed to enrich programs of elementary and secondary education for Indian children. The Commissioner is also authorized to make grants to state and local educational agencies and to tribal and other Indian community organizations to assist and stimulate them in developing and establishing educational services and programs specifically designed to improve educational opportunities for Indian children. Grants may be used—	SEA, LEA, Indian Community Organizations SEA, LEA, Indian Community Organizations	*Refer to* SEC. 810, *page* 95		SS 187.5 *(Continued)* available to Indian children in sufficient quantity or quality. . ., or (2) to establish and operate exemplary and innovative educational programs and centers which involve new educational approaches, methods, and techniques designed to enrich programs of elementary and secondary education for Indian children and which will serve as models for regular elementary and secondary school programs in which Indian children are educated. *Dissemination and evaluation.* Public agencies and institutions, and Indian tribes, institutions, and organizations may apply for assistance (by grant or contract) for carrying out programs or projects to encourage the dissemination of information and materials relating to, and the evaluation of the effectiveness of, educational programs which may offer educational opportunities to Indian children.

to provide educational services not available to such children in sufficient quantity or quality, including instructional materials (such as library books, textbooks, and other printed or published or audiovisual materials) and equipment.

SEC. 811 CONSUMERS' EDUCATION PROGRAM

There shall be within the Office of Education an Office of Consumers' Education. . .which shall be headed by a Director of Consumers' Education.

The Director shall carry out a program of making grants to, and contracts with, institutions of higher education, state and local educational agencies, and other public and private agencies, organizations, and institutions (including libraries) to support research, demonstrations, and pilot projects designed to provide consumer education to the public (except that no grant may be made other than to a nonprofit agency, organization, or institution).

Funds appropriated for grants and contracts. . .shall be available for such activities as the development of curricula (including interdisciplinary curricula) in consumer education.

NOTE: Section 402(a)(4) of P.L. 93-380 provides that no appropriation may be made for this program in any fiscal year during which funds are available for these purposes under the provisions of the Special Projects Act.

Director of Office of Consumers' Education

SEA, LEA, Higher Education Institutions, Other Public and Private Nonprofit Agencies

SEC. 811 CONSUMERS' EDUCATION PROGRAM

Funds shall also be available for dissemination of information relating to curricula in consumer education.

SEA, LEA, Higher Education Institutions, Other Public and Private Nonprofit Agencies

SS 187.25 ADDITIONAL CRITERIA FOR PROJECTS FOR DISSEMINATION AND AL-DISSEMINATION AND AL-EVALUATION

In the evaluation of applications for assistance. . ., priority will be given to projects involving the dissemination of information and materials relating to, and the evaluation of the effectiveness of, academic programs and educational services which affect academic achievement in basic educational areas (such as reading, language arts, mathematics, and sciences).

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION ACT, As Amended (P.L. 89-10) **TITLE IX** **Ethnic Heritage Program**	SEC. 903 AUTHORIZED ACTIVITIES Each program assisted under this title shall develop curriculum materials for use in elementary or secondary schools or institutions of higher education relating to the history, geography, society, economy, literature, art, music, drama, language, and general culture of the group or groups with which the program is concerned, and the contributions of that ethnic group or groups to the American heritage; or provide training for persons using, or preparing to use, curriculum materials developed under this title; and cooperate with persons and organizations with a special interest in the ethnic group or groups with which the program is concerned to assist them in promoting or other activities which relate to the history, culture, or traditions of that ethnic group or groups.	Public and Private Nonprofit Educational Agencies	SEC. 903 AUTHORIZED ACTIVITIES Each program assisted shall disseminate curriculum materials to permit their use in elementary or secondary schools or institutions of higher education throughout the Nation.	Public and Private Nonprofit Educational Agencies	

INDIAN EDUCATION ACT (P.L. 92-318)

Part D – Office of Indian Education

SEC. 442 NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

There is hereby established the National Advisory Council on Indian Education. . which shall consist of fifteen members who are Indians and Alaska Natives appointed by the President of the United States. Such appointments shall be made by the President from lists of nominees furnished, from time to time, by Indian tribes and organizations, and shall represent diverse geographic areas of the country. . .

The National Council shall provide technical assistance to local educational agencies and to Indian educational agencies, institutions, and organizations to assist them in improving the education of Indian children.

The National Council is authorized to contract with any public or private nonprofit agency, institution, or organization for assistance in carrying out its functions.

National Advisory Council on Indian Education

SEC. 442 NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

The National Advisory Council shall evaluate programs and projects carried out under any program of the Department of Health, Education, and Welfare in which Indian children or adults can participate or from which they can benefit, and disseminate the results of such evaluations.

National Advisory Council on Indian Education

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
EMERGENCY SCHOOL AID ACT (Title VII of P.L. 92-318, Educational Amendments of 1972)	**SEC. 702 FINDINGS AND PURPOSE** The Congress finds that the process of eliminating or preventing minority group isolation and improving the quality of education for all children often involves the expenditure of additional funds to which local educational agencies do not have access. The purpose of this title is to provide financial assistance– (1) to meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools; (2) to encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students; and (3) to aid school children in overcoming the educational disadvantages of minority group isolation.	Congress			
	SEC. 704 APPROPRIATIONS The Assistant Secretary shall carry out a program designed to achieve the purpose of this Act (as described in Sec. 702).	Assistant Secretary-HEW	**SEC. 714 REPORTS** The Assistant Secretary shall make periodic detailed reports concerning his activities in connection with the programs authorized by this title and the program carried out with appropriations under the paragraph headed "Emergency School Assistance" in the Office of Education Appropriations Act, 1971 (Public Law 91-380), and the effectiveness of programs and projects assisted under this title in achieving the purpose of this title. Such reports shall contain such information as may be necessary to permit adequate evaluation of the program authorized by this title, and shall include application forms, regulations, program guides, and guidelines used in the administration of the program. The report shall be submitted to the President and to the Committee on Labor and Public Welfare of the Senate and the Com-	Assistant Secretary-HEW	

	SEC. 706 ELIGIBILITY FOR ASSISTANCE The Assistant Secretary is authorized to make a grant to, or a contract with, a local educational agency.	LEA	mittee on Education and Labor of the House of Representatives. . .Reports shall be submitted no less often than two times annually. **SEC. 710 APPLICATIONS** Any local educational agency desiring to receive assistance under this title for any fiscal year shall submit to the Assistant Secretary an application therefor for that fiscal year at such time, in such form, and containing such information as the Assistant Secretary shall require by regulation. Such application, together with all correspondence and other written materials relating thereto, shall be made readily available to the public by the applicant and by the Assistant Secretary.	LEA, Assistant Secretary-HEW	**SS 185.13 BASIC GRANTS: APPLICATIONS** Such application shall contain the following: *Evaluation*. An assurance that the applicant will cooperate with the Assistant Secretary or any state educational agency, institution, or agency, including a committee established pursuant to SS 185.41(a), in the evaluation by the Assistant Secretary or such agencies, institutions, or organizations of specific plans, programs, projects, or activities assisted under the Act. Such evaluations may require the establishment or maintenance of control groups or schools, and may include a reasonable number of interviews with, or questionnaires, achievement tests, and other evaluation instruments administered to, administrators, principals, teachers, students, program or project staff, and community members at reasonable times and places. Such evaluations may also require the applicant to provide reasonable assistance in the organization and administration of the evaluation, including record-keeping. Where determined to be appropriate by the Assistant Secretary, participation by the applicant in an evaluation conducted pursuant to this paragraph shall be considered fulfillment of the requirements for local evaluation under paragraph (k)(l) of this section.
	SEC. 707 AUTHORIZED ACTIVITIES Financial assistance shall be available for— (1) inservice teacher training designed to enhance the success of schools through contracts with institutions of higher education, or other institutions, agencies, and organizations individually determined by the Assistant Secretary to have special competence for such purpose; (2) the development and use of new curricula and instructional methods, practices, and techniques (and the acquisition of instructional materials relating thereto) to support a program of instruction for children from all racial, ethnic, and economic backgrounds, including instruction in the language and cultural heritage of minority groups; (3) innovative interracial educational programs or projects involving the joint	LEA, Higher Education Institutions, and Other Institutions	**SEC. 707 AUTHORIZED ACTIVITIES** Financial assistance shall be available for. . .p'anning programs, projects, or activities under this title, the evaluation of such programs, projects, or activities, and dissemination of information with respect to such programs, projects, or activities.	LEA, Higher Education Institutions, and Other Institutions	**SS 185.12 BASIC GRANTS: AUTHORIZED ACTIVITIES** Authorized are: planning programs, projects, or activities assisted under this subpart, the evaluation of such programs, projects, or activities, and dissemination of information with respect to such programs, projects, or activities.

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
EMERGENCY SCHOOL AID ACT (Title VII of P.L. 92-318, Educational Amendments of 1972)	SEC. 707 *(Continued)* participation of minority group children and other children attending different schools, including extracurricular activities and cooperative exchanges or other arrangements between schools within the same or different school districts.				
	SEC. 711 EDUCATIONAL TELEVISION The Assistant Secretary shall carry out a program of making grants to, or contracts with, not more than ten public or private nonprofit agencies, institutions, or organizations with the capability of providing expertise in the development of television programming, in sufficient number to assure diversity, to pay the cost of development and production of integrated children's television programs of cognitive and effective educational value.	Public or Private Nonprofit Agencies with TV Programming Capabilities	SEC. 711 EDUCATIONAL TELEVISION Television programs developed in whole or in part with assistance provided under this title shall be made reasonably available for transmission, free of charge, and shall not be transmitted under commercial sponsorship.	Public or Private Nonprofit Agencies with TV Programming Capabilities	SS 185.72 EDUCATIONAL TELEVISION: AUTHORIZED ACTIVITIES Funds made available under this subpart shall be used to pay the normal and necessary expenses of researching, planning, writing, editing, staging, directing, performing, producing, reproducing, and distributing integrated children's television programs where such activities would not otherwise be funded and are designed to carry out the purposes described.
	SEC. 716 NATIONAL ADVISORY COUNCIL There is hereby established a National Advisory Council on Equality of Educational Opportunity, consisting of fifteen members, at least one-half of whom shall be representative of minority groups, appointed by the President.	National Advisory Council on Equality of Educational Opportunities	SEC. 716 NATIONAL ADVISORY COUNCIL The National Council shall— (1) advise the Assistant Secretary with respect to the operation of the program authorized by this title, including the preparation of regulations and the development of criteria for the approval of applications; (2) review the operation of the program (a) with respect to its effectiveness in achieving its purpose as stated in section 702(b), and (b) with respect to the Assistant Secretary's conduct in the administration of the program; (3) meet not less than four times in the period during which the program is authorized, and submit through the Secretary, to the Congress, at least two interim reports, which reports shall include a statement of its activities and of any recommendations it may have with respect to the operation of the program; and (4) . . .submit to the Congress a final report on the operation of the program.	National Advisory Council on Equality of Educational Opportunities	

EDUCATION AMENDMENTS OF 1974 (P.L. 93-380) **TITLE VIII** **Miscellaneous Provisions** **Part A – Policy Statements and White House Conference on Education**	**SEC. 804 WHITE HOUSE CONFERENCE ON EDUCATION** The President is authorized to call and conduct a White House Conference on Education in 1977 in order to stimulate a national assessment of the condition, needs and goals of education and to obtain from a group of citizens broadly representative of all aspects of education, both public and non-public, a report of findings and recommendations with respect to such assessment.	President			
NATIONAL DEFENSE EDUCATION ACT OF 1958 (P.L. 85-864) **TITLE X** **Miscellaneous Provisions**	(An Act to strengthen the national defense and to encourage and assist in the expansion and improvement of educational programs to meet critical national needs.)		**SEC. 1001 ADMINISTRATION** The Commissioner shall include in his annual report to the Congress a full report of the activities of the Office of Education under this Act. **SEC. 1009 IMPROVEMENT OF STATISTICAL SERVICES OF STATE EDUCATIONAL AGENCIES** [Funds are authorized to be appropriated] for the purpose of assisting the states to improve and strengthen the adequacy and reliability of educational statistics provided by state and local reports and records and the methods and techniques for collecting and processing educational data and disseminating information about the condition and progress of education in the states. Grants under this section by the Commissioner shall be equal to one-half of the cost of state educational agency programs to carry out the purposes of this section, including (1) improving the collection, analysis, and reporting of statistical data supplied by local educational units, (2) the development of accounting and reporting manuals to serve as guides for local educational units, (3) the conduct of conferences and training for personnel of local educational units and of periodic reviews and evaluation of the program for records and reports; (4) improving methods for obtaining, from other state agencies within the state, educational data not collected by the state educational agency, or (5) expediting the procesing and reporting of statistical data through installation and operation of mechanical equipment. The total of the payments to any state under this section for any fiscal year may not exceed $50,000.	Commissioner SEA

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
NATIONAL DEFENSE EDUCATION ACT OF 1958 (P.L. 864) TITLE X Miscellaneous Provisions			[Note: These provisions were recently amended by Title V of P.L. 93-380. Section 501 transfers responsibility for these functions to the Assistant Secretary for Education. The amended provision is now in GEPA, Section 406. (See page 68.)]		
PUBLIC LAW 874, 81st CONGRESS TITLE III Financial Assistance to Local Educational Agencies for the Education of Indian Children ("Indian Elementary and Secondary Education Act")	SEC. 304 USES OF FEDERAL FUNDS Grants under this title may be used, in accordance with applications approved, for planning for and taking other steps leading to the development of programs specifically designed to meet the special educational needs of Indian children, including pilot projects designed to test the effectiveness of plans so developed.	LEA			
FUTURE FARMERS OF AMERICA (P.L. 81-740)	(An Act to incorporate the Future Farmers of America.)		SEC. 3 The objects and purposes of the corporation shall be. . .to publish an official magazine and other publications for the members of the corporation. SEC. 4 The corporation shall have power. . .to publish a magazine and other publications.	Future Farmers of America Future Farmers of America	

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
HIGHER EDUCATION ACT OF 1965 (P.L. 89-329) TITLE I Community Service and Continuing Education Programs	SEC. 101 APPROPRIATIONS AUTHORIZED [The purpose of this act is to assist] the people of the United States in the solution of community problems such as housing, poverty, government, recreation, employment, youth opportunities, transportation, health, and land use by enabling the Commissioner to make grants under this title to strengthen community service programs of colleges and universities. SEC. 102 DEFINITION OF A COMMUNITY SERVICE PROGRAM The term "community service program" means an educational program, activity, or service, including a research program and a university extension or continuing education offering, which is designed to assist in the solution of community problems. . . SEC. 111 NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUED EDUCATION The President shall. . .appoint a National Advisory Council on Extension and Continuing Education. . .consisting of the Commissioner, who shall be Chairman, one representative each of the Department of Agriculture, Commerce, Defense, Labor, Interior, State, and Housing and Urban Development, and the Office of Economic Opportunity, and of such other Federal agencies having extension education responsibilities as the President may designate, and twelve members appointed. . .by the President.	SEA Higher Education Institutions National Advisory Council on Extension and Continuing Education	SEC. 111 NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUED EDUCATION The Advisory Council shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title. The Advisory Council shall review the administration and effectiveness of all federally supported extension and continuing education programs. . ., make recommendations with respect thereto, and make annual reports. . . of its findings and recommendations (including recommendations for changes in the provisions of this title and other Federal laws relating to extension and continuing education activities) to the Secretary and to the President. The President shall transmit each such report to the Congress, together with his comments and recommendations.	National Advisory Council on Extension and Continuing Education President	Part III: Higher Education Programs

108 93

HIGHER EDUCATION ACT OF 1965 (P.L. 89-329) **TITLE II** **College Library Assistance and Library Training and Research**	**SEC. 201 COLLEGE LIBRARY PROGRAMS; TRAINING, RESEARCH** The Commissioner shall carry out a program of financial assistance– (1) to assist and encourage institutions of higher education in the acquisition of library resources, including law library resources. . .; and (2) to assist with and encourage research and training persons in librarianship, including law librarianship.	Higher Education Institutions			
Part B – Library Training and Research	**SEC. 223 RESEARCH AND DEMONSTRATION RELATING TO LIBRARIES AND THE TRAINING OF LIBRARY PERSONNAL** The Commissioner is authorized to make grants to institutions of higher education and other public or private agencies, institutions, and organizations, for research and demonstration projects relating to the improvement of libraries or the improvement of training in librarianship, including the development of new techniques, systems, and equipment for processing, storing, and distributing information.	Higher Education Institutions, Other Public and Private Nonprofit Agencies	**SEC. 223 RESEARCH AND DEMONSTRATION RELATING TO LIBRARIES AND THE TRAINING OF LIBRARY PERSONNEL** The Commissioner is [also] authorized to make grants. . .for the dissemination of information derived from such research and demonstrations.	Higher Education Institutions, Other Public and Private Nonprofit Agencies	**SS 173.45 PUBLIC INFORMATION (March 17, 1975)** The grantee is responsible for making announcements concerning the project and noting the availability of Federal support therefor. For certain projects a brochure or circular may be developed which will provide concerned adults with information by which they may participate in the project. Pertinent information concerning any other type of public information shall be sent to the Community Service and Continuing Education Program, U.S. Office of Education, Washington, D.C. 20202.

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
HIGHER EDUCATION ACT OF 1965 (P.L. 89-329) TITLE III Strengthening Developing Institutions	SEC. 301 AUTHORIZATION The Commissioner shall carry out a program of special assistance to strengthen the academic quality of developing institutions which have the desire and potential to make a substantial contribution to the higher education resources of the Nation but which are struggling for survival and are isolated from the main currents of academic life.	Higher Education Institutions			

HIGHER EDUCATION ACT OF 1965 (P.L. 89-329) **TITLE IV** **Student Assistance** **Part A – Grants to Students in Attendance of Institutions of Higher Education**	**SEC. 401 STATEMENT OF PURPOSE: PROGRAM AUTHORIZATION** It is the purpose of this part, to assist in making available the benefits of postsecondary education to qualified students in institutions of higher education by– (1) providing basic educational opportunity grants (hereinafter referred to as "basic grants") to all eligible students; (2) providing supplemental educational opportunity grants (hereinafter referred to as "supplemental grants") to those students of exceptional need who, for lack of such a grant, would be unable to obtain the benefits of a postsecondary education; (3) providing for payments to the states to assist them in making financial aid available to such students; (4) providing for special programs and projects designed (a) to identify and encourage qualified youths with financial or cultural need with a potential for postsecondary education, (b) to prepare students from low-income families for postsecondary education, and (c) to provide remedial (including remedial language study) and other services to students; and (5) providing assistance to institutions of higher education. The Commissioner shall. . .carry out programs to achieve the purposes of this part.	Commissioner			
Subpart 4 **Special Programs for Students From Disadvantaged Backgrounds**	**SEC. 417 PROGRAM AUTHORIZATION** The Commissioner shall, in accordance with the provisions of this subpart, carry out a program designed to identify qualified students from low-income families, to prepare them for a program of postsecondary education, and to provide special services for such students who are pursuing programs of postsecondary education.	Commissioner			

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
HIGHER EDUCATION ACT OF 1965 (P.L. 89-329) **TITLE IV** **Part A** **Subpart 4** **Special Programs for Students From Disadvantaged Backgrounds**	**SEC. 417B AUTHORIZED ACTIVITY** The Commissioner is authorized. . .to make grants to, and contracts with, institutions of higher education, including institutions with vocational and career education programs, combinations of such institutions, public and private agencies and organizations (including professional and scholarly associations), and, in exceptional cases, secondary schools and secondary vocational schools, for planning, developing, or carrying out within the states one or more of the services described [above]. **SEC. 451 APPROPRIATIONS AUTHORIZED** The Commissioner [may] make grants to institutions of higher education for the planning, establishment, expansion, or carrying out by such institutions of programs of cooperative education that alternate periods of full-time academic study with periods of full-time public or private employment that will not only afford students the opportunity to earn through employment funds required toward continuing and completing their education but will, so far as practicable, give them work experience related to their academic or occupational objective. **SEC. 453 GRANTS AND CONTRACTS FOR TRAINING AND RESEARCH** The Commissioner is authorized for the training of persons in the planning, establishments, administration, or coordination of programs of cooperative education, for projects demonstrating or exploring the feasibility or value of innovative methods of cooperative education, or for research into methods of improving, developing, or promoting the use of cooperative education programs in institutions of higher education, to—	Higher Education Institutions, Public and Private Agencies and Organizations, Secondary Schools and Secondary Vocational Schools Higher Education Institutions Higher Education Institutions, Public or Private Nonprofit Agencies	**SEC. 417B AUTHORIZED ACTIVITY** Services provided through grants and contracts under this subpart shall be specifically designed to assist in enabling youths from low-income families who have academic potential, but who may lack adequate secondary school preparation or who may be physically handicapped, to enter, continue, or resume a program of postsecondary education, including— . . .publicize existing forms of student financial aid, including aid furnished under this title.	Higher Education Institutions, Public and Private Agencies and Organizations, Secondary Schools and Secondary Vocational Schools	**SS 118.25 FUNDING CRITERIA FOR RESEARCH AND DEMONSTRATION PROJECTS [May 9, 1975]** The Commissioner shall evaluate applications for research or demonstration projects under this subpart in accord both with the criteria set out in SS 100a.26(b) of this chapter and with the following:. . . The extent to which the project proposes to demonstrate the feasibility of a stated hypotheses for developing, improving, and promoting the use of cooperative education nationally through: (1) experimental models; and (2) various methods of information dissemination.

Part D – Cooperative Education Program	(1) make grants to or contracts with institutions of higher education, or combinations of such institutions; and (2) make grants to other public or private nonprofit agencies or organizations, or contracts with public or private agencies or organizations, when such grants or contracts will make an especially significant contribution to attaining the objectives of this section.				

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
HIGHER EDUCATION ACT OF 1965 (P.L. 89-329) **TITLE V** **Education Professions Development Act** **Part A – General Provisions**	**SEC. 501 STATEMENT OF PURPOSE** The purpose of this title is to improve the quality of teaching and to help meet critical shortages of adequately trained educational personnel by (1) developing information on the actual needs for educational personnel, both present and long range, (2) providing a broad range of high quality training and retraining opportunities, responsive to changing manpower needs; (3) attracting a greater number of qualified persons into the teaching profession; (4) attracting persons who can stimulate creativity in the arts and other skills to undertake short-term or long-term assignments in education; and (5) helping to make educational personnel training programs more responsive to the needs of the schools and colleges.	Congress	**SEC. 501 STATEMENT OF PURPOSE** The Commissioner shall prepare and publish annually a report on the education professions, in which he shall present in detail his views on the state of the education professions and the trends which he discerns with respect to the future complexion of programs of education throughout the Nation and the needs for well-educated personnel to staff such programs. The report shall indicate the Commissioner's plans concerning the allocation of Federal assistance under this title in relation to the plans and programs of other Federal agencies. **SEC. 504 ATTRACTING QUALIFIED PERSONS TO THE FIELD OF EDUCATION** The Commissioner is authorized to make grants to, or contracts with, state or local educational agencies, institutions of higher education, or other public or nonprofit agencies, organizations, or institutions, and he is authorized to enter into contracts with private agencies, institutions, or organizations when he, after consultation with the National Advisory Council on Education Professions Development, considers such contract will make an especially significant contribution to attaining the objectives of this section, for the purpose of. . .publicizing available opportunities for careers in the field of education.	Commissioner SEA, LEA, Higher Education Institutions, Other Public or Nonprofit Organizations	**SS 174.13 ELIGIBLE ENTITIES** The Commissioner may award grants to, or enter into contracts with, state or local educational agencies, institutions of higher education, or other public or nonprofit private agencies, organizations or institutions, and is authorized to enter into contracts with private agencies, institutions, or organizations organized for profit (after consultation with the National Advisory Council on Education Professions Development, when he determines that such contract will make an especially significant contribution to attaining the objectives of this subpart.)

	SEC. 502 NATIONAL ADVISORY COUNCIL ON EDUCATION PROFESSIONS DEVELOPMENT		**SEC. 502 NATIONAL ADVISORY COUNCIL ON EDUCATION PROFESSIONS DEVELOPMENT**		
	The President shall appoint a National Advisory Council on Education Professions Development for the purpose of reviewing the operation of this title and all other Federal programs for the training and development of educational personnel.	President	The Council shall make an annual report of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to educational personnel training) to the President and the Congress not later than January 31 of each calendar year beginning after the enactment of this section. The President is requested to transmit to the Congress such comments and recommendations as he may have with respect to such report.	National Advisory Council on Education Professions Development	
	The Council shall advise the secretary and the Commissioner with respect to. . .matters relating to the purposes of this title.	National Advisory Council on Education Professions Development			
Part B – Attracting and Qualifying Teachers **Subpart 1 – Teacher Corps**	**SEC. 511 STATEMENT OF PURPOSE AND AUTHORIZATION OF APPROPRIATIONS** The purpose of this subpart is to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers and teacher aides by. . .supporting demonstration projects for retaining experienced teachers and teacher aides serving in local educational agencies.	SEA, LEA, Higher Education Institutions, Other Public or Nonprofit Private Agencies			
Part F – Training and Development Programs for Vocational Education Personnel	**SEC. 551 STATEMENT OF PURPOSE** It is the purpose of this part to provide opportunities for experienced vocational educators to spend full time in advanced study of vocational education for a period not to exceed three years in length; to provide opportunities to update the occupational competencies of vocational education teachers through exchanges of personnel between vocational education programs and commerical, industrial, or other public or private employment related to the subject matter of vocational education; and to provide programs of inservice teacher education and short-term institutes for vocational education personnel.	Higher Education Institutions, Other Appropriate Agencies			

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
HIGHER EDUCATION ACT OF 1965 (P.L. 89-329) TITLE VI Financial Assistance for the Improvement of Undergraduate Instruction Part A – Equipment Part B – Development Programs	SEC. 601 STATEMENT OF PURPOSE AND AUTHORIZATION OF APPROPRIATIONS The purpose of this part is to improve the quality of classroom instruction in selected subject areas in institutions of higher education.	Higher Education Institutions			
	SEC. 621 INSTITUTES AUTHORIZED [Funds] are authorized to be appropriated. . .to enable the Commissioner to arrange, through grants or contracts, with institutions of higher education for the operation by them of short-term workshops or short-term or regular session institutes for individuals who are engaged in, or preparing to engage in, the use of educational media equipment in teaching institutions of higher education, or, who are, or preparing to be, in institutions of higher education, specialists in educational media or librarians or other specialists using such media.	Higher Education Institutions			

HIGHER EDUCATION ACT OF 1965 (P.L. 89-329)

TITLE VII

Construction of Academic Facilities

SEC. 721 AUTHORIZATION

The Commissioner shall carry out a program of making grants to institutions of higher education to assist them in improving existing graduate schools and cooperative graduate centers, and in establishing graduate schools and cooperative graduate centers of excellence, in order to increase the supply of highly qualified personnel needed by communities, industries, and governments and for teaching and research.

Higher Education Institutions

SEC. 722 APPLICATION FOR, AND AMOUNTS OF, GRANTS

No grant under this part may be in an amount in excess of 50 per centum of the development cost of the project covered by the application.

107

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
HIGHER EDUCATION ACT OF 1965 (P.L. 89-329) TITLE VIII Networks for Knowledge	SEC. 801 SHARING EDUCATIONAL AND RELATED RESOURCES The Commissioner shall carry out a program of encouraging institutions of higher education (including law and other graduate professional schools) to share, to the optimal extent, through cooperative arrangements, their technical and other educational and administrative facilities and resources, and to test and demonstrate the effectiveness and efficiency of a variety of such arrangements, in accordance with this title.	Higher Education Institutions			
	The Commissioner is authorized to make grants to, and contracts with, institutions of higher education to pay all or part of the cost of cooperative arrangements and of pilot or demonstration projects designed to accomplish (this) purpose. Such grants may be made to public or nonprofit private colleges or universities.	Higher Education Institutions			
	When, in the Commissioner's judgment, it will more effectively promote the purposes of this title, the Commissioner may make grants to other established public or nonprofit private agencies or organizations, including professional organizations or academic societies and he may enter into contracts with established private agencies and organizations.	Higher Education Institutions			
	Projects for the planning, development, or carrying out of such arrangements assisted under this title may. . .include— (1) joint use of facilities such as classrooms, libraries, including law libraries, or laboratories, including joint use of necessary books, materials, and equipment; (2) establishment and joint operation of closed-circuit television or equivalent transmission facilities; and (3) establishment and joint operation of electronic computer networks and programs therefor, to be available to participating institutions for such purposes as financial and student records, student course work, or transmission of library materials.	Other Established Public or Nonprofit Private Agencies			

HIGHER EDUCATION ACT OF 1965
(P.L. 89-329)

TITLE IX

Graduate Programs

Part A – Grants to Institutions of Higher Education

SEC. 901 PURPOSES; AUTHORIZATION

Higher Education Institutions

It is the purpose of this part to make financial assistance available to institutions of higher education—

(1) to strengthen, improve and where necessary expand the quality of graduate and professional programs leading to an advanced degree (other than a medical degree in such institutions;

(2) to establish, strengthen, and improve programs designed to prepare graduate and professional students for public service; and

(3) to assist in strengthening undergraduate programs of instruction in the areas described in clauses (1) and (2), whenever the Commissioner determines that strengthened undergraduate programs of instruction will contribute to the purposes of such clauses.

The Commissioner shall carry out a program of making grants to institutions of higher education to carry out the [above] purposes.

SEC. 904 RESEARCH AND STUDIES

Commissioner

The Commissioner is authorized, directly or by contract, to conduct studies and research activities in connection with the need for, and improvement of, graduate programs in various fields of study in institutions of higher education throughout the United States.

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
HIGHER EDUCATION ACT OF 1965 (P.L. 89-329) TITLE X Community Colleges and Occupational Education Part A – Establishment and Expansion of Community Colleges	SEC. 1001 PROGRAM AUTHORIZATION In order to encourage and assist those states and localities which so desire in establishing or expanding community colleges, or both, the Commissioner shall carry out a program as provided in this subpart for making grants to community colleges in order to improve educational opportunities available through community colleges in such states.	Community Colleges			
Subpart 2 – Establishment and Expansion of Community Colleges	SEC. 1014 EXPANSION OF GRANTS The Commissioner is authorized to make grants to existing community colleges to assist them– (1) in expanding their enrollment capabilities, (2) in establishing new campuses, and (3) in altering or modifying their educational programs, in order that they may more adequately meet the needs, interests, and potential benefits of the communities they serve, or provide educational programs especially suited to the needs of educationally disadvantaged persons residing in such communities.	Community Colleges			
Part B – Occupational Education Programs	SEC. 1053 FEDERAL ADMINISTRATION The Secretary shall develop and carry out a program designed to promote and encourage occupational education.	Assistant Secretary-HEW			
	SEC. 1054 GENERAL RESPONSIBILITIES OF COMMISSIONER OF EDUCATION The Commissioner shall, in addition to the specific responsibilities imposed by this part, develop and carry out a program of occupational education that will– (1) coordinate all programs administered by the Commissioner which specifically relate to the provisions of this part so as to provide the maximum practicable support for the objectives of this part;	Commissioner	SEC. 1054 GENERAL RESPONSIBILITIES OF COMMISSIONER OF EDUCATION The Commissioner shall [also]. . .disseminate accurate information on the status of occupational education in all parts of the Nation, at all levels of education, and in all types of institutions, together with information on occupational opportunities available to persons of all ages.	Commissioner	

(2) promote and encourage occupational preparation, counseling and guidance, and job placement or placement in postsecondary occupational education programs as a responsibility of elementary and secondary schools;

(3) utilize research and demonstration programs administered by him to assist in the development of new and improved instructional methods and technology for occupational education and in the design and testing of models of schools or school systems which place occupational education on an equal footing with academic education;

(4) assure that the Education Professions Development Act and similar programs of general application will be so administered as to provide a degree of support for vocational, technical, and occupational education commensurate with national needs and more nearly representative of the relative size of the population to be served; and

(5) develop. . .accurate information on the status of occupational education in all parts of the Nation, at all levels of education, and in all types of institutions, together with information on occupational opportunities available to persons of all ages.

SEC. 1056 PLANNING GRANTS FOR STATE OCCUPATIONAL EDUCATION PROGRAMS

The Commissioner shall make available funds. . .to enable the State Commission to initiate and conduct a comprehensive program of planning for the establishment of the occupational programs authorized [in Section 1054].

Planning activities shall include the development of procedures to insure continuous planning and evaluation, including the regular collection of data which would be readily available to the state administrative agency, the State Advisory Council on Vocational Education, individual educational institutions, and other interested parties (including concerned private citizens).

State 1202 Commission

State 1202 Commission

SEC. 1055 STATE ADMINISTRATION

Any state desiring to participate in the program authorized by this part shall in accordance with state law establish a state agency or designate an existing state agency which will have sole responsibility for fiscal management and administration of the program, in accordance with the plan approved under this part, and which adopts administrative arrangements which will provide assurances satisfactory to the Commissioner that. . .

the State Advisory Council on Vocational Education will be charged with the same responsibilities with respect to the program authorized by this part as it has with respect to programs authorized under the Vocational Education Act of 1963. [These responsibilities include preparing and submitting through the State Board to the Commissioner and to the National Council an evaluation report.]

State Advisory Council on Vocational Education

SS 102.23 FUNCTIONS AND RESPONSIBILITIES

The State Advisory Council shall evaluate vocational education programs, services, and activities under the State Plan and publish and distribute the results thereof.

[Note: The State Advisory Council is charged with the same responsibilities in the Vocational Education Act, section 104. Refer to page 144.]

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
HIGHER EDUCATION ACT OF 1965 (P.L. 89-329) TITLE X Part B – Occupational Education Programs	SEC. 1059 TECHNICAL ASSISTANCE; MODEL PROGRAMS The Commissioner shall make available (to the extent practicable) technical assistance to the states in planning, designing, and carrying out the program authorized by this part upon the request of the appropriate state agency,. . .and the Commissioner shall take affirmative steps to acquaint all interested organizations, agencies, and institutions with the provision of this part and to enlist broad public understanding of its purposes.	SEA	SEC. 1059 TECHNICAL ASSISTANCE; MODEL PROGRAMS The Commissioner. . .shall by grant or contract provide assistance for the. . .conduct of model or demonstration programs.	SEA	
	The Commissioner. . .shall by grant or contract provide assistance for the establishment. . .of model or demonstration programs which in his judgment will promote the achievement of one or more purposes of this part and which might otherwise not be carried out (or not be carried out soon enough or in such a way as to have the desirable impact upon the purposes of the part).				

HIGHER EDUCATION ACT OF 1965 (P.L. 89-329)

TITLE XI

Law School Clinical Experience Programs

SEC. 1101 PROGRAM AUTHORIZATION

The Commissioner is authorized to enter into grants or contracts with accredited law schools in the states for the purpose of paying not to exceed 90 per centum of the cost of establishing or expanding programs in such schools to provide clinical experience to students in the practice of law, with preference being given to programs providing such experience, to the extent practicable, in the preparation and trial of cases.

Such costs may include necessary expenditures incurred for—

(1) planning;

(2) training of faculty members and salary for additional faculty members;

(3) travel and per diem for faculty and students;

(4) reasonable stipends for students for work in the public service performed as part of any such program at a time other than during the regular academic year;

(5) equipment and library resources; and

(6) such other items as are allowed persuant to regulations issued by the Commissioner.

No law school may receive more than $75,000 in any fiscal year pursuant to this title.

For the purpose of this title the term "accredited law school" means any law school which is accredited by a nationally recognized accrediting agency or association approved by the Commissioner for this purpose.

Accredited Law Schools

PART IV—EDUCATIONAL, RESEARCH, EXPERIMENTATION, AND NATIONAL EDUCATION PRIORITIES

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
COOPERATIVE RESEARCH ACT (P.L. 83-531) **[Note: Effective July 1, 1975, the Cooperative Research Act is replaced by the provisions of the Special Projects Act.]**	An Act to authorize cooperative research in education. . .to enable the Office of Education more effectively to accomplish the purposes and to perform the duties for which it was originally established. **SEC. 2 EDUCATIONAL RESEARCH AND RESEARCH TRAINING** In order to assist the Commissioner in carrying out the purpose and duties of the Office of Education, the Commissioner is authorized during the period beginning July 1, 1972, and ending June 30, 1976, to make grants to, and contracts with, public and private institutions, agencies, and organizations for. . .surveys, for exemplary projects in the field of education, and for the conduct of studies related to the management of the Office of Education, except that no such grant may be made to a private agency, organization, or institution other than a nonprofit one. No grant shall be made or contract or jointly financed cooperative arrangement entered into under this subsection until the Commissioner has obtained the advice and recommendations of a panel of specialists who are not employees of the Federal Government and who are competent to evaluate the proposals as to the soundness of their design, the possibilities of securing productive results, the adequacy of resources to conduct the proposed research, surveys, or demonstrations, and their relationship to other similar educational research or dissemination programs already completed or in progress.	Public and Private Nonprofit Agencies	**SEC. 2 EDUCATIONAL RESEARCH AND RESEARCH TRAINING** The Commissioner is [also] authorized to. . .make grants to, and contracts with, public and private [nonprofit] institutions, agencies, and organizations for the dissemination of information.	Public and Private Nonprofit Agencies	**SUBPART A: GENERAL PROVISIONS FOR RIGHT TO READ PROGRAM** **SS 151.1 SCOPE** The provisions of this subpart apply to all grant awards made with funds available to carry out the Right to Read Program pursuant to Sec. 2 of the Cooperative Research Act. **SS 151.2 PURPOSE** The purpose of the Right to Read Program is, through the means of funding surveys, dissemination, and exemplary projects in the field of reading under this part and the provision of technical assistance related to such projects, to stimulate greater attention to reading needs, and the initiation of innovative and effective reading programs, by all types of agencies and institutions which can contribute to the elimination of illiteracy in this country. **SUBPART B: EXEMPLARY PROJECTS FOR THE DEVELOPMENT OF PRESERVICE TEACHER PREPARATION PROGRAMS** **SS 151.11 SCOPE AND PURPOSE** This subpart governs applications from institutions of higher education for grants to develop exemplary preservice preparation components in the teaching of reading on the elementary school level designed to serve as models for other institutions of higher education which may wish to improve the quality of their teacher preparation programs. Grants under this subpart will support the development and installation of a new program of preparation in the field of teaching of reading, or the development and installa-

Refer to SEC. 2, *page* 124

SEC. 2 EDUCATIONAL RESEARCH AND RESEARCH TRAINING

The Commissioner shall establish in the Office of Education an Advisory Council on Research and Development, consisting of fifteen members appointed, without regard to the civil service laws, by the Commissioner with the approval of the Secretary of Health, Education, and Welfare. The Commissioner shall appoint one such member as Chairman. Such members shall include persons recognized as authorities in the field of educational research and development or in related fields.

Advisory Council on Research and Development

Refer to SEC. 2, *page* 124

SEC. 2 EDUCATIONAL RESEARCH AND RESEARCH TRAINING

The Commissioner shall transmit to the Congress annually a report concerning the research, surveys, and demonstrations, and information disseminating activities, and the training in research initiated under this Act, the recommendations made by research specialists. . ., and any action taken with respect to such recommendations.

Commissioner

tion of components necessary for the restructuring of an existing such program, for undergraduate or graduate students who are preparing to become elementary school teachers.

SS 151.12 FUNDING REQUIREMENTS

An application for Federal assistance under this subpart must describe the proposed activities and provide information adequate to establish that: . . .

The project design will utilize recent research findings and provide for the adoption of innovative products and practices in teacher preparation (such as any newly developed protocol materials, opportunities for undergraduate prospective teachers to engage in their freshman or sophomore years in practice teaching and similar work with elementary school children; competency based teacher education, individual counseling for prospective teachers, and implementation of the entire project in an elementary school).

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
COOPERATIVE RESEARCH ACT (P.L. 83-531)	SEC. 4 CONSTRUCTION OF REGIONAL FACILITIES FOR RESEARCH AND RELATED PURPOSES Whenever the Commissioner finds that the purposes of this Act can best be achieved through the construction of a facility for research, or for research and related purposes (as defined in this section), and that such facility would be of particular value to the Nation or a region thereof as a national or regional resource for research or related purposes, he may make a grant for part or all of the cost of constructing such facility to a university, college, or other appropriate public or non-profit private agency or institution competent to engage in the types of activity for which the facility is to be constructed, or to a combination of such agencies or institutions, or may construct or make arrangements for constructing such facility through contracts for paying part or all of the cost of construction or otherwise. Title to any facility constructed under this section, if vested in the United States, may be transferred by the Commissioner on behalf of the United States to any college or university or other public or nonprofit private agency or institution, but such transfer shall be made subject to the condition that the facility will be operated for the purposes for which it was constructed and to such other conditions as the Commissioner deems necessary to carry out the objectives of this title and to protect the interests of the United States.	Higher Education Institutions, Appropriate Public or Nonprofit Private Agencies	SEC. 4 CONSTRUCTION OF REGIONAL FACILITIES FOR RESEARCH AND RELATED PURPOSES As used in this section, the term "research and related purposes" means research, research training, surveys, or demonstrations in the field of education, or the dissemination of information derived therefrom, or all of such activities, including (but without limitation) experimental schools, except that such term does not include research, research training, surveys, or demonstrations in the field or sectarian instruction or the dissemination of information derived therefrom.	Higher Education Institutions, Appropriate Public or Nonprofit Private Agencies	

SPECIAL PROJECTS ACT (P.L. 93-380)

[Note: This act replaces the Cooperative Research Act, effective July 1, 1975.]

SEC. 2 PURPOSE

It is the purpose of this Act to authorize the Commissioner of Education. . .to carry out special projects—

(1) to experiment with new educational and administrative methods, techniques, and practices;

(2) to meet special or unique educational needs or problems; and

(3) to place special emphasis on national education priorities.

The special projects shall include the following:

Education for the Use of the Metric System of Measurement

(A) A program to encourage educational agencies and institutions to prepare students to use the metric system of measurement. . .

Gifted and Talented Children

(B) A program for the education of gifted and talented children through grants to the states. . .

Community Schools

(C) A program of grants to local educational agencies to assist them in planning, establishing, expanding, and operating community education programs. . .

Career Education

(D) A program to assess, and to encourage establishment and operation of, career education programs. . .

Consumers' Education

(E) A program of grants and contracts designed to provide consumer education to the public. . .

Commissioner

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
SPECIAL PROJECTS ACT (P.L. 93-380)	*Women's Equity in Education* (F) A program of grants and contracts designed to provide educational equity for women in the United States. . . *Arts in Education Programs* (G) A program of grants and contracts designed to assist and encourage the use of the arts in elementary and secondary school programs. . . **SEC. 403 EDUCATION FOR THE USE OF THE METRIC SYSTEM OF MEASUREMENT** It is the policy of the United States to encourage educational agencies and institutions to prepare students to use the metric system of measurement with ease and facility as a part of the regular education program. The Commissioner is authorized to make grants to, and contracts with, institutions of higher education, state and local educational agencies, and other public and private nonprofit agencies, organizations, and institutions to develop and carry out [this] policy.	SEA, LEA, Higher Education Institutions, Other Agencies			
	SEC. 404 GIFTED AND TALENTED CHILDREN The Commissioner shall establish or designate a clearinghouse to obtain and disseminate to the public information pertaining to the education of gifted and talented children and youth. The Commissioner is authorized to contract with public or private agencies or organizations to establish and operate the clearinghouse. Any state educational agency or local educational agency desiring to receive a grant under this subsection shall submit an application to the Commissioner at such time, in such manner, and containing such information as the Commissioner determines to be necessary to carry out his functions.	Commissioner SEA, LEA	**SEC. 404 GIFTED AND TALENTED CHILDREN** The Commissioner shall designate an administrative unit within the Office of Education to administer the programs and projects authorized by this section and to coordinate all programs for gifted and talented children and youth administered by the Office. The Commissioner shall make grants to state educational agencies and local educational agencies,. . .in order to assist them in the planning, development, operation, and improvement of programs and projects designed to meet the special educational needs of gifted and talented children at the preschool and elementary and secondary school levels.	Clearinghouse for Gifted and Talented Children SEA, LEA	

	The Commissioner is authorized to make grants to state educational agencies to assist them in establishing and maintaining, directly or through grants to institutions of higher education, a program for training personnel engaged or preparing to engage in educating gifted and talented children or as supervisors of such personnel.	SEA	Such application shall. . .set forth such policies and procedures as are necessary for acquiring and disseminating information derived from educational research, demonstration and pilot projects, new educational practices and techniques, and the evaluation of the effectiveness of the program or project in achieving its purpose.		
	In addition to the other authority of the Commissioner under this section, the Commissioner is authorized to make contracts with public and private agencies and organizations for the establishment and operation of model projects for the identification and education of gifted and talented children, including such activities as career education, bilingual education, and programs of education for handicapped children and for educationally disadvantaged children. The total of the amounts expended for projects authorized under this subsection shall not exceed 15 per centum of the total of the amounts expended under this section for any fiscal year.	Public and Nonprofit Private Agencies			
	The National Institute of Education shall. . .carry out a program of research and related activities relating to the education of gifted and talented children. The Commissioner is authorized to transfer to the National Institute of Education such sums as may be necessary for the program required by this subsection. As used in the preceding sentence the term "research and related activities" means research, research training, surveys, or demonstrations in the field of education of gifted and talented children and youth, or the dissemination of information derived therefrom, or all of such activities, including (but without limitation) experimental and model schools.	NIE	The functions of the National Institute of Education shall include the dissemination of information derived from the research program. The National Institute of Education shall. . .carry out a program of research and related activities relating to the education of gifted and talented children. . .The dissemination of information derived [from such research and related activities is included as one of NIE's responsibilities].	NIE	

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
SPECIAL PROJECTS ACT (P.L. 93-380)	**SEC. 405 COMMUNITY SCHOOLS** This section may be cited as the "Community Schools Act". . .It is the purpose of this section to provide educational, recreational, cultural, and other related community services, in accordance with the needs, interests, and concerns of the community, through the establishment of the community education program as a center for such activities in cooperation with other community groups.	Commissioner	**SEC. 405 COMMUNITY SCHOOLS** The Commissioner shall make available to each community education program such technical assistance and information as the program may require, and such technical assistance shall be coordinated with the national clearinghouse. The Commissioner shall establish or designate a clearinghouse within three months after enactment of this section.	Commissioner	
	In order to carry out the purposes and provisions of this section, the Commissioner is authorized to make grants to state educational agencies and to local educational agencies to pay the Federal share of the cost of planning, establishing, expanding, and operating community education programs.	SEA, LEA	The Commissioner shall make available to the Advisory Council such staff, information, and other assistance as it may require to carry out its activities.		
	The Commissioner is authorized to make grants to institutions of higher education to develop and establish, or to expand, programs which will train persons to plan and operate community education programs.	Higher Education Institutions	The Commissioner shall establish or designate a clearinghouse to gather and disseminate information received from community education programs, including but not limited to information regarding new programs, methods to encourage community participation, and ways of coordinating community education programs with other community services. The Commissioner is authorized to contract with public or private agencies or organizations to establish and operate the clearinghouse.	Clearinghouse for Community Schools	
	There is established. . .in the Office of the Commissioner, a Community Education Advisory Council (referred to in this section as the "Advisory Council") to be composed of eleven members. The members of the Advisory Council shall be appointed by the Secretary.	Community Education Advisory Council	The Council shall present to Congress a complete and thorough evaluation of the programs and operation of this section.	Community Education Advisory Council	
	SEC. 406 CAREER EDUCATION It is the sense of Congress that— (1) every child should, by the time he has completed secondary school, be prepared for gainful or maximum employment and for full participation in our society according to his or her ability; (2) it is the obligation of each local educational agency to provide that preparation for all children (including handicapped children and all other children who are educationally disadvantaged) within the school district of such agency; and	Congress	**SEC. 406 CAREER EDUCATION** The Commissioner shall conduct a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States and submit to the Congress, not later than November 1, 1975, a report on such survey and assessment. Such report shall include recommendations of the Advisory Council created under [this section] for new legislation designed to accomplish the policies and purposes set forth in subsections (a) and (b). In exercising his authority under clauses	Commissioner	

	(3) each state and local educational agency should carry out a program of career education which provides every child the widest variety of career education options which are designed to prepare each child for maximum employment and participation in our society according to his or her ability. It is the purpose of this section to assist in achieving the policies set forth in subsection (a) by— (1) developing information on the needs for career education for all children; (2) promoting a national dialogue on career education designed to encourage each state and local educational agency to determine and adopt the approach to career education best suited to the needs of the children served by them; (3) assessing the status of career education programs and practices, including a reassessment of the sterotyping of career opportunities by race or by sex; (4) providing for the demonstration of the best of the current career education programs and practices by the development and testing of exemplary programs and practices using various theories, concepts, and approaches with respect to career education; (5) providing for the training and retraining of persons for conducting career education programs; and (6) developing state and local plans for implementing career education programs designed to insure that every child has the opportunity to gain the knowledge and skills necessary for gainful or maximum employment and for full participation in our society according to his or her ability.	Congress	(ii)(III) and (ii)(V) of section 434(b)(1)(A) of the General Education Provisions Act, for any fiscal year, the Commissioner shall require state educational agencies and local educational agencies to report on their efforts to prepare students for gainful or maximum employment.		
	In order to carry out the policies, purposes, and provisions of this section, there is established in the Office of Education an Office of Career Education (hereafter in this section referred to as the "Office"). The Office shall be headed by a Director.	Office of Career Education			
	The Commissioner is authorized to make grants to state and local educational agencies, institutions of higher education, and other non-profit agencies and organizations to support projects to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education either by participa-	SEA, LEA, Higher Education Institutions, Nonprofit Agencies			

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
SPECIAL PROJECTS ACT (P.L. 93-380)	tion in regular or modified programs with nonhandicapped children or where necessary in specially designed programs for handicapped children whose handicaps are of such severity that they cannot benefit from regular or modified programs).				
	The Commissioner is [also] authorized to make grants to state educational agencies to enable them to develop state plans for the development and implementation of career education programs in the local educational agencies of the states.	SEA			
	There is established a National Advisory Council for Career Education. The duties of the Council shall be to advise the Commissioner on the implementation of this section and carry out such advisory functions as it deems appropriate, including reviewing the operation of this section and all other programs of the Divison of Education pertaining to the development and implementation of career education, evaluating their effectiveness in meeting the needs of career education throughout the United States, and in determining the need for further legislative remedy in order that all citizens may benefit from the purposes of career education as prescribed in this section.	National Advisory Council for Career Education	The Council with the assistance of the Commissioner shall conduct a survey and assessment of the current status of career education programs, projects, curricula, and materials in the United States and submit to Congress, not later than November 1, 1975, a report on such survey and assessment. Such report shall include recommendations of the Council for new legislation designed to accomplish the policies and purposes set forth [in this section].	National Advisory Council for Career Education	
	SEC. 407 CONSUMERS' EDUCATION		**SEC. 407 CONSUMERS' EDUCATION**		
	Section 811(a) of the Elementary and Secondary Education Act of 1965 is amended to read as follows:	Director-Office of Consumers' Education	[Sec. 811 of the Elementary and Secondary Act contains the following dissemination requirement for the Consumers' Education Program]:	SEA, LEA, Higher Education Institutions, Other Public and Private Nonprofit Agencies	
	There shall be within the Office of Education an Office of Consumers' Education. . .which shall be headed by a Director of Consumers' Education. . .who, subject to the management of the Commissioner, shall have responsibility for carrying out the provisions of this section.		Funds shall be available for dissemination of information relating to curricula in consumer education.		
	The Director shall be appointed by the Commissioner.				
	The amendments shall be effective on and after July 1, 1973.				

SEC. 408 WOMEN'S EDUCATIONAL EQUITY This section may be cited as the "Women's Educational Equity Act of 1974"...		**SEC. 408 WOMEN'S EDUCATIONAL EQUITY** Applicants for grants must demonstrate that provision has been made for the development, evaluation, and dissemination by the applicant of curricula, textbooks, and other educational materials related to educational equity.	Public and Private Nonprofit Organizations	
In order to provide educational equity for women in the United States, the Commissioner is authorized to make grants to, and enter into contracts with, public agencies and private nonprofit organizations and with individuals for activities designed to carry out the purposes of this section at all levels of education, including preschool, elementary and secondary education, higher education, and adult education. These activities shall include—	Public and Private Nonprofit Organizations	The Commissioner is directed, at the end of each fiscal year, to submit to the President and the Congress and to the Council a report setting forth the programs and activities assisted under this section, and to provide for the distribution of this report to all interested groups and individuals, including the Congress, from funds authorized under this section.	Commissioner	
(1) preservice and inservice training for educational personnel including guidance and counseling with special emphasis on programs and activities designed to provide educational equity; (2) research, development, and educational activities designed to advance educational equity; (3) guidance and counseling activities, including the development of nondiscriminatory tests, designed to assure educational equity; (4) educational activities to increase opportunities for adult women, including continuing education activities and programs for underemployed and unemployed women; (5) the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration.		After receiving the report from the Commissioner, the Council shall evaluate the programs and projects assisted under this section and include such evaluation in its annual report.	National Advisory Council on Women's Educational Programs	
SEC. 409 ELEMENTARY AND SECONDARY SCHOOL EDUCATION IN THE ARTS The Commissioner shall...through arrangements made with the John F. Kennedy Center for the Performing Arts, carry out a program of grants and contracts to encourage and assist state and local educational agencies to establish and conduct programs in which the arts are an integral part of elementary and secondary school programs.	SEA, LEA			

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ENVIRONMENTAL EDUCATION ACT (P.L. 91-516) [Note: Sec. 402 of P.L. 93-380 provides that no appropriation may be made for this Act in any fiscal year during which funds are available for the purpose of this Act under the provisions of the Special Projects Act.]	**SEC. 2 STATEMENT OF FINDINGS AND PURPOSE** It is the purpose of this Act to encourage and support the development of new and improved curricula to encourage understanding of policies, and support of activities designed to enhance environmental quality and maintain ecological balance while giving due consideration to the economic considerations related thereto; to demonstrate the use of such curricula in model educational programs and to evaluate the effectiveness thereof; to provide support for the initiation and maintenance of programs in environmental education at the elementary and secondary levels; . . .to provide training programs for teachers, other educational personnel, public service personnel, and community, labor, and industrial and business leaders and employees, and government employees at state, federal, and local levels; to provide for the planning of outdoor ecological study centers; to provide for community education programs on preserving and enhancing environmental quality and maintaining ecological balance; and to provide for the preparation and distribution of materials by mass media in dealing with the environment and ecology.	SEA, LEA, Higher Education Institutions, Regional Educational Research Organizations Other Appropriate Agencies	**SEC. 2 STATEMENT OF FINDINGS AND PURPOSE** It is the purpose of this Act. . .to disseminate curricular materials and other information for use in educational programs throughout the Nation.	SEA, LEA, Higher Education Institutions, Regional Educational Research Organizations Other Appropriate Agencies	
	SEC. 3 ENVIRONMENTAL EDUCATION The Commissioner shall carry out a program of making grants to, and contracts with, institutions of higher education, state and local educational agencies, regional educational research organizations, and other public and private agencies, organizations, and institutions (including libraries and museums) to support research, demonstration, and pilot projects designed to educate the public on the problems of environmental quality and ecological balance, except that no grant may be made other than to a nonprofit agency, organization, or institution.	SEA, LEA, Higher Education Institutions, Regional Educational Research Organizations Other A Appropriate Agencies	**SEC. 3 ENVIRONMENTAL EDUCATION** Funds should also be used for the preparation and distribution of materials suitable for use by the mass media in dealing with the environment and ecology and to evaluate programs and projects assisted under this section and disseminate the results thereof. **SEC. 6 ADMINISTRATION** The Commissioner shall publish annually a list and description of projects supported under this Act and shall distribute such list	SEA, LEA, Higher Education Institutions, Regional Educational Research Organizations Other Appropriate Agencies Commissioner	

Funds appropriated for grants and contracts under this section shall be available for such activities as the development of curricula (including interdisciplinary curricula) in the preservation and enhancement of environmental quality and ecological balance and for projects designed to demonstrate, test, and evaluate the effectiveness of any such activities, whether or not assisted under this section.

and description to interested educational institutions, citizens' groups, conservation organizations, and other organizations and individuals involved in enhancing environmental quality and maintaining ecological balance.

SEC. 5 SMALL GRANTS

In addition to the grants authorized under Section 3, the Commissioner, from the sums appropriated, shall have the authority to make grants, in sums not to exceed $10,000 annually, to nonprofit organizations such as citizens groups, volunteer organizations working in the environmental field, and other public and private nonprofit agencies, institutions, or organizations for conducting courses, workshops, seminars, symposiums, institutes, and conferences, especially for adults and community groups (other than the group funded).

Appropriate Nonprofit Organizations

SEC. 3 ENVIRONMENTAL EDUCATION

There is established, within the Office of Education, an Office of Environmental Education (referred to in this section as the "Office") which, under the supervision of the Commissioner, through regulations promulgated by the Secretary, shall be responsible for (A) the administration of the program authorized by subsection (b) and (B) the coordination of activities of the Office of Education which are related to environmental education. The Office shall be headed by a Director.

Office of Environmental Education

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ALCOHOL AND DRUG ABUSE EDUCATION (P.L. 91-257)	**SEC. 2 STATEMENT OF PURPOSE** It is the purpose of this Act to encourage the development of new and improved curricula on the problems of drug abuse; to demonstrate the use of such curricula in model educational programs and to evaluate the effectiveness thereof; to disseminate curricula materials and significant information for use in educational programs throughout the Nation; to provide training programs for teachers, counselors, law enforcement officials, and other public service and community leaders; and to offer community education programs for parents and others on drug abuse problems. It is further the purpose of this Act to provide leadership to schools and other institutions in the community by supporting projects to identify, evaluate, demonstrate, and disseminate effective strategies for prevention and early intervention and to provide training and technical assistance to schools and other segments of the community in adapting such strategies to identified local needs. In addition to the purposes described in subsection (b) of this section, funds in an amount not to exceed 10 per centum of the sums appropriated to carry out this Act may be made available for the payment of reasonable and necessary expenses of state educational agencies for assisting local educational agencies in the planning, development, and implementation of drug and alcohol abuse education programs, including such projects as— (1) inservice training of education personnel; (2) technical assistance to local school districts; (3) creative leadership in programing for indigenous minorities; and (4) training of peer counselors.	SEA, LEA, Higher Education Institutions, Public and Private Nonprofit Agencies	**SEC. 3 ALCOHOL AND DRUG ABUSE EDUCATION PROJECTS** Funds appropriated for grants and contracts under this Act shall be available for activities, including bilingual activities, such as— (1) projects for the development, testing, evaluation, and dissemination of exemplary materials for use in elementary, secondary, adult, and community education programs, and for training in the selection and use of such materials; (2) comprehensive demonstration programs which focus on the causes of drug and alcohol abuse rather than on the symptoms; which include both schools and the communities within which the schools are located; which emphasizes the affective as well as the cognitive approach; which reflect the specialized needs of communities; and which include, in planning and development, school personnel, the target population, community representation, and parents; (3) creative primary prevention and early intervention programs in schools, utilizing an interdisciplinary "school team" approach, developing in educational personnel and students skills in planning and conducting comprehensive prevention programs which include such as training drug and alcohol education specialists and group leaders, peer group and individual counseling, and student involvement in intellectual, cultural, and social alternatives to drug and alcohol abuse; (4) preservice and inservice training programs on drug and alcohol abuse prevention for teachers, counselors, and other educational personnel, law enforcement officials, and other public service and community leaders and personnel;	SEA, LEA, Higher Education Institutions, Public and Private Nonprofit Agencies	

	Refer to SEC. 2, page 136		(5) community education programs on drug and alcohol abuse, especially for parents and others in the community; (6) programs or projects to recruit, train, organize, and employ professionals and other persons, including former drug and alcohol abusers and former drug and alcohol dependent persons, to organize and participate in programs of public education in drug and alcohol abuse; and (7) projects for the dissemination of valid and effective school and community drug and alcohol abuse educational programs.		
			The Commissioner shall. . .submit an evaluation report to the House and Senate Committees on Appropriations, the House Committee on Education and Labor, and the Senate Committee on Labor and Public Welfare.	Commissioner	

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
NATIONAL READING IMPROVEMENT PROGRAM (TITLE VII - P.L. 93-380) Part A – Reading Improvement Projects	**SEC. 701 STATEMENT OF PURPOSE** It is the purpose of this title– (1) to provide financial assistance to encourage state and local educational agencies to undertake projects to strengthen reading instruction programs in elementary grades; (2) to provide financial assistance for the development and enhancement of necessary skills of instructional and other educational staff for reading programs; (3) to develop a means by which measurable objectives for reading programs can be established and progress toward such objectives assessed; (4) to develop the capacity of pre-elementary school children for reading; and to establish and improve pre-elementary school programs in language arts and reading; and (5) to provide financial assistance to promote literacy among youth and adults. The Commissioner is authorized to enter into agreements with other state educational agencies or local educational agencies, or both, for the carrying out by such agencies in schools having large numbers or a high percentage of children with reading deficiencies, of projects involving the use of innovative methods, systems, materials, or programs which show promise of overcoming such reading deficiencies.	SEA, LEA	**SEC. 705 PROJECTS AUTHORIZED** In approving applications for grants, applicants must assure the Commissioner that provision has been made for publication of test results on reading achievement by grade level, and where appropriate, by school, without identification of achievement of individual children.	SEA, LEA	
	SEC. 705 PROJECTS AUTHORIZED No agreement may be entered into under this part, unless upon an application made to the Commissioner at such time, in such manner, and including or accompanied by such information as he may reasonably require. Each such application shall set forth a reading program which provides for–	Commissioner			
	(1) preservice training programs for teaching personnel including teacher aides and other ancillary educational personnel, and inservice training and development programs, where feasible, designed to enable such personnel to improve their ability to teach students to read;	SEA			

	(2) parent participation in development and implementation of the program for which assistance is sought; and (3) local educational agency school board participation in the development of programs.				
Part B – State Reading Improvement Programs	**SEC. 711 STATEMENT OF PURPOSE** It is the purpose of this part to provide financial assistance to the states to enable them– (1) to provide financial assistance for projects designed to facilitate reaching the objectives of this title; (2) to develop comprehensive programs to improve reading proficiency and instruction in reading in the elementary schools of the state; (3) to provide state leadership in the planning, improving, execution, and evaluation of reading programs in elementary schools; and (4) to arrange for and assist in the training of special reading personnel and specialists needed in programs assisted under this title.	SEA	**SEC. 714 AGREEMENTS WITH STATE EDUCATIONAL AGENCIES** Any state which desires to receive grants under this part shall, through its state educational agency, enter into an agreement with the Commissioner, in such detail as the Commissioner deems necessary, which makes provision for the dissemination to the educational community and the general public of information about the objectives of the program and results achieved in the course of its implementation. Grants for projects to carry out the purposes of this part may be made to local educational agencies,. . .institutions of higher education, and other public and nonprofit private agencies and institutions.	SEA LEA, Higher Education Institutions, Public and Nonprofit Private Agencies
Part C – Other Reading Improvement Programs	**SEC. 721 SPECIAL EMPHASIS PROJECTS** The Commissioner is authorized to contract with local educational agencies for special emphasis projects to determine the effectiveness of intensive instruction by reading specialists and reading teachers.	LEA	**SEC. 721 SPECIAL EMPHASIS PROJECTS** The local public educational television station will present or distribute, in the event supplementary noncommercial telecommunication is utilized, any course to be developed. . .at an hour convenient for the viewing by elementary school teachers, and, if possible, at a time convenient for such teachers to take the course, as a group, at the elementary school where they teach.	Agency with Television Program Capabilities

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
NATIONAL READING IMPROVEMENT PROGRAM (TITLE VII - P.L. 93-380)	SEC. 722 READING TRAINING ON PUBLIC TELEVISION In carrying out the provisions of this section the Commissioner shall consult with recognized authorities in the field of reading, specialists in the use of the communications media for educational purposes, and with the state and local educational agencies participating in projects under this title.	Commissioner	SEC. 722 READING TRAINING ON PUBLIC TELEVISION The Commissioner is authorized, through grants or contracts, to enter into contractual arrangements with institutions of higher education, public or private agencies or organizations, and individuals for the preparation, production, evaluation, and distribution for use on public educational television stations of courses for elementary school teachers who are or intend to become reading teachers or reading specialists; and the preparation and distribution of information and study course material to be used in conjunction with any such course.	Higher Education Institutions Public or Nonprofit Private Agencies	

PART V—EDUCATIONAL PERSONNEL TRAINING PROGRAMS

Higher Education Act of 1965
(P.L. 89-329)

Title V—Education Professions Development
(The provisions of Title V are included in the Higher Education Act of 1965.)

PART VI—VOCATIONAL EDUCATION PROGRAMS

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
VOCATIONAL EDUCATION ACT OF 1963, As Amended (P.L. 88-120)	**SEC. 101 DECLARATION OF PURPOSE** It is the purpose of this title to authorize Federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the state—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in postsecondary schools—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of action or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.	Congress			
	SEC. 104 NATIONAL AND STATE ADVISORY COUNCIL There is hereby created a National Advisory Council on Vocational Education.	National Advisory Council on Vocational Education	**SEC. 104 NATIONAL AND STATE ADVISORY COUNCIL** The National Council shall conduct independent evaluations of programs carried out under this title and under Part B of Title X of the Higher Education Act of 1965, and publish and distribute the results thereof.	National Advisory Council on Vocational Education	
	SEC. 104 NATIONAL AND STATE ADVISORY COUNCIL Any state which desires to receive a grant under this title for any fiscal year shall establish a state advisory council, which shall be appointed by the Governor, or, in the case of states in which the members of the state board are elected (including election by the state legislature), by such board.	SEA	**SEC. 104 NATIONAL AND STATE ADVISORY COUNCIL** The State Advisory Council shall. . .evaluate vocational education programs, services and activities assisted under this title, and publish and distribute the results thereof; prepare and submit through the State Board to the Commissioner and to the National Council an annual evaluation report, accompanied by such additional comments of the State Board as the State Board deems	State Advisory Council on Vocational Education	**SS 102.23 FUNCTIONS AND RESPONSIBILITIES** The State Advisory Council shall evaluate vocational education programs, services, and activities under the state plan, and publish and distribute the results thereof. [Note: The State Advisory Council is charged with the same responsibilities in the Higher Education Act, Title X, section 1055. Refer to page 119.]

Part B — State Vocational Education Programs

SEC. 122 USE OF FEDERAL FUNDS

Grants to states under this part may be used, in accordance with state plans approved pursuant to section 123, for the following purposes:

(1) vocational education programs for high school students, including such programs which are designed to prepare them for advanced or highly skilled postsecondary vocational and technical education;

(2) vocational education for persons who have completed or left high school and who are available for study in preparation for entering the labor market;

(3) vocational education for persons (other than persons who are receiving training allowances under the Manpower Development and Training Act of 1962 (Public Law 87-415), the Area Redevelopment Act (Public Law 87-27), or the Trade Expansion Act of 1962 (Public Law 87-794) who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.

(4) (A) vocational education for persons [other than handicapped persons defined in section 108(6)] who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program;

(B) vocational education for handicapped persons who because of their handicapping condition cannot suceed in the regular vocational education program without special educational assistance or who require a modified vocational education program;

(C) vocational education for students of limited English-speaking ability (as defined in section 703(a) of Title VII of the Elementary and Secondary Education Act of 1965) carried out in coordination with bilingual education programs under such Title VII and bilingual adult education programs under section 306(a)(11) of the Adult Education Act;

(5) construction of area vocational education school facilities;

SEA

appropriate, which (i) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan and the annual program plan provided for in paragraphs (4) and (5) of section 123(a), and (ii) recommends such changes in such programs, services, and activities as may be warranted by the evaluations.

SEC. 122 USE OF FEDERAL FUNDS

[Funds paid to a state by the Commissioner may be used for] . .the evaluations required under this title and the dissemination of the results thereof.

SEA

SEC. 123 STATE PLANS

The submitted State Plan must demonstrate to the Commissioner that it provides for entering into cooperative arrangements with the system of public employment offices in the state approved by the state board and by the state head of such system, looking toward such offices making available to the state board and local educational agencies occupational information regarding reasonable prospects of employment in the community and elsewhere, and toward consideration of such information by such board and agencies in providing vocational guidance and counseling to students and prospective students and in determining the occupations for which persons are to be trained; and looking toward guidance and counseling personnel of the state board and local educational agencies making available to public employment offices information regarding the occupational qualifications of persons leaving or completing vocational education courses or schools, and toward consideration of such information by such offices in the occupational guidance and placement of such persons.

The plan must also provide that effective use will be made of the results and experience of programs and projects assisted under other parts of this title.

SEA

SS 102.43 ALLOWABLE EXPENDITURES FOR STATE PLANNING, ADMINISTRATION, AND EVALUATION

Funds appropriated and paid to states. . .may be used for the development and administration of state plans. . ., the activities of state advisory councils. . ., the evaluation of programs, services, and activities. . ., and dissemination of the results of such evaluations. Such funds may be applied to expenditures in the categories such as those enumerated. . .which are reasonably attributable to such activities.

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
VOCATIONAL EDUCATION ACT OF 1963, As Amended (P.L. 88-120) Part B – State Vocational Education Programs	SEC. 122 *(continued)* (6) vocational guidance and counseling designed to aid persons enumerated in paragraphs (1) through (4) of this subsection in the selection of, and preparation for, employment in all vocational areas; (7) provision of vocational training through arrangement with private vocational training institutions with private vocational training institutions where such private institutions can make a significant contribution to attaining the objectives of the state plan, and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions; and (8) ancillary services and activities to assure quality in all vocational education programs, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and improved state administration and leadership, including periodic evaluation of state and local vocational education programs and services in light of information regarding current and projects manpower needs and job opportunities.				
Part C – Research and Training in Vocational Education	SEC. 131 AUTHORIZATION OF GRANTS AND CONTRACTS From 50 per centum of the sums available to each state for the purposes of this part the Commissioner is authorized to make grants to and contracts with institutions of higher education, public and private agencies and institutions, state boards, and, with the approval of the appropriate state board, to local educational agencies in that state for the purposes set forth in section 132, except that no grant may be made other than to a nonprofit agency or institution. The remaining 50 per centum of the sums available to each state for the purpose of this part shall be used by its state board, in accordance with its state plan, for paying up to 75 per centum of the costs of the state	SEA, LEA, Higher Education Institutions, Public and Private Nonprofit Agencies, State Research Coordination Unit	SEC. 131 AUTHORIZATION OF GRANTS AND CONTRACTS Funds are available to colleges, universities, and other public or private nonprofit agencies to pay 90 per cent of the cost of programs for the dissemination of information derived from the foregoing programs or from research and demonstrations in the field of vocational education, which programs and projects have been recommended by the state research coordination unit or by the state advisory council. SEC. 132 USES OF FEDERAL FUNDS Funds available for grants and contracts under section 131(a) may be used for– (1) training programs designed to familiarize persons involved in vocational	SEA, LEA, Higher Education Institutions, Public and Private Nonprofit Agencies, State Research Coordination Unit	SS 103.11 RESEARCH AND TRAINING PROGRAMS Funds available under section 131(a) of the Act may be used by the Commissioner to award grants and contracts to eligible applicants to pay part of the cost of the following types of activities related to vocational education; (1) training programs designed to familiarize persons involved in vocational education with research findings and successful pilot and demonstration projects in vocational education; (2) demonstration and dissemination projects. Funds available to the state board. . .shall be sued for the establishment and operation of

136

research coordination unit, and for grants to colleges and universities, and other public or nonprofit private agencies and institutions, and local educational agencies and contracts with private agnecies, organizations, and institutions to pay 90 per centum of the cost of programs and projects for research and training programs, and experimental, developmental, or pilot programs developed by such institutions and agencies and designed to meet the special vocational needs of youths, particularly youths in economically depressed communities who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs.

Part D — Exemplary Programs and Projects

SEC. 141 FINDINGS AND PURPOSE

The Congress finds that it is necessary to reduce the continuing seriously high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of the two out of three young persons who end their education at or before completion of the secondary level, too many of whom face long and bitter months of job hunting or marginal work after leaving school. The purposes of this part, therefore, are to stimulate, through federal financial support, new ways to create a bridge between school and earning a living for young people, who are still in school, who have left school either by graduation or by dropping out, or who are in postsecondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies.

Congress

SEC. 142 AUTHORIZATION OF GRANTS AND CONTRACTS

From 50 per centum of the sums allotted to each state for the purposes of this part, the Commissioner is authorized to make grants to or contracts with state boards of local educational agencies for the purpose of stimulating and assisting in the development, establishment, and operation of pro-

SEA, LEA

education with research findings and successful pilot and demonstration projects in vocational education;

(2) demonstration and dissemination projects.

SEC. 142 AUTHORIZATION OF GRANTS AND CONTRACTS

The state board may use the remaining 50 per centum of such sums for making grants to local educational agencies or other public or nonprofit agencies, organizations, or institutions, or contracts with public or private agencies, organizations, or institutions including business and industrial con-

SEA, LEA

the state research coordination units, and for making grants to any colleges, university, local education agency, or other public or nonprofit agency or institution, and entering into contracts with any private agency, organization, or institution, for the dissemination of information derived from the foregoing programs or from research and demonstrations in the field of vocational education, such as those reported in products of the Educational Resources Center (ERIC) and related agencies.

SS 102.71 STATE RESEARCH COORDINATION UNIT

The state plan shall provide for the establishment or designation in the state of a state research coordination unit. The state plan shall indicate the name of the unit and shall describe its staff, organization, and functions with respect to vocational education research and personnel training programs, developmental, experimental, or pilot programs, and dissemination activities.

SS 103.25 REVIEW OF APPLICATIONS

The Commissioner will not approve any application for a grant or contract under this subpart until such application has been reviewed in accordance with such procedures as the Commissioner may establish. Such review will take into account. . .such factors as:

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	**STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT**	**RESPONSIBLE AGENT**	**STATUTORY DISSEMINATION REQUIREMENT**	**RESPONSIBLE AGENT**	
VOCATIONAL EDUCATION ACT OF 1963, As Amended (P.L. 88-120) **Part D – Exemplary Programs and Projects**	**SEC. 142** *(continued)* grams or projects designed to carry out the purposes of this part. The Commissioner may also make in such state from such sums, grants to other public or nonprofit private agencies, organizations, or institutions, or contracts with public or private agencies, organizations, or institutions, when such grants or contracts will make an especially significant contribution to attaining the objectives of this part.		**SEC. 142** *(continued)* cerns, upon such terms and conditions consistent with the provisions of this part and with its state-plan approved pursuant to section 123, as it determines will most effectively carry out the development, establishment, and operation of exemplary and innovative occupational education programs or projects designed to serve as models for use in vocational education programs.		**SS 103.25** *(continued)* (1) utilization of procedures that appear practical and feasible for wide application in vocational education; (2) utilization of new approaches and tested innovations which have emerged from recent research and development work; and (3) soundness of the proposed plan of operation, including consideration of the extent to which provisions are made for disseminating the results of the program or project and for making materials, techniques, and other outputs resulting therefrom available to all those concerned with the improvement of vocational and technical education.
	SEC. 143 USES OF FUNDS Grants or contracts pursuant to this part may be made, upon terms and conditions consistent with the provisions of this part, to pay all or part of the cost of– planning and developing exemplary programs or projects. . ., or establishing, operating, or evaluating exemplary programs or projects designed to carry out the purposes set forth in section 141 and to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socioeconomic, or other handicapps, which programs or projects may, among others, include– (1) those designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations; (2) programs or projects for students providing educational experiences through work during the school year or in the summer; (3) programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement; (4) programs or projects designed to broaden or improve vocational education curriculums;	SEA, LEA, Other Public and Private Nonprofit Agencies			

	(5) exchanges of personnel between schools and other agencies, institutions, or organizations participating in activities to achieve the purposes of this part, including manpower agencies and industry; (6) programs or projects for young workers released from their jobs on a part-time basis for the purposes of increasing their educational attainment; and (7) programs or projects at the secondary level to motivate and provide preprofessional preparation for potential teachers for vocational education.				
Part E – Residential Vocational Education Program	**SEC. 151 DEMONSTRATION SCHOOLS** For the purpose of demonstrating the feasibility and desirability of residential vocational education schools for certain youths of high school age, the Commissioner is authorized to make grants, out of sums appropriated. . .to state boards, to colleges and universities, and with the approval of the appropriate state board, to public educational agencies, organizations or institutions for the construction, equipment, and operation of residential schools to provide vocational education (including room, board, and other necessities) for youths.	SEA, Higher Education Institutions, Other Public Education Agencies			
Part F – Consumer and Homemaking Education	**SEC. 161 AUTHORIZATION** For purposes of this part the state plan. . .shall set forth a program under which Federal funds paid to a state from its allotment. . .will be expended solely for educational programs which encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas, encourage preparation for professional leadership, are designed to prepare youths and adults for the role of homemaker, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner, and are designed for persons who have entered, or are preparing to enter, the work of the home. Funds may also be expended for ancillary services, activities, and other means of assuring quality in all homemaking education programs, such as teacher training and supervision, curriculum development and experimental programs, development of instructional materials, provision of equipment, and state administration and leadership.	SEA	**SEC. 161 AUTHORIZATION** Federal funds are available for education programs which include consumer education programs including the promotion of nutritional knowledge and food use and the understanding of the economic aspects of food use and purchase.	SEA	**SS. 102.94 ANCILLARY SERVICES AND ACTIVITIES** In addition to the general provisions in the state plan with regard to state administration and leadership. . ., program evaluation. . ., and teacher training. . ., the state plan shall describe its procedures for providing or making arrangements for the provisions of the other ancillary services and activities necessary to assure quality in all consumer and homemaking education programs such as curriculum development, research, special demonstration and experimental programs, development of instructional materials, and provision of equipment.

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
VOCATIONAL EDUCATION ACT OF 1963, As Amended (P.L. 88-120) Part G – Cooperative Vocational Education	SEC. 173 PLAN REQUIREMENT A state, in order to participate in the program authorized by this part, shall submit, as part of its state plan, to the Commissioner, through its state board, a plan which shall set forth policies and procedures to be used by the state board in establishing cooperative work-study programs through local educational agencies with participation of public and private employers. Such policies and procedures must give assurance that funds will be used only for developing and operating cooperative work-study programs. . .which provide training opportunities that may not otherwise be available and which are designed to serve persons who can benefit from such programs.	SEA			
Part H – Work-Study Programs for Vocational Education Students	SEC. 182 PLAN REQUIREMENTS For the purposes of this section, a work-study program shall be administered by the local educational agency and made reasonably available (to the extent of available funds) to all youths in the area served by such agency who are able to meet the requirements. . .provide that employment under such work-study program shall be furnished only to a student who has been accepted for enrollment as a full-time student in a vocational education program which meets the standards prescribed by the state board and the local educational agency for vocational education programs assisted under this title, or in case of a student already enrolled in such a program, is in good standing and in full-time attendance, is in need of the earnings from such employment to commence or continue his vocational education program, and is at least fifteen years of age and less than twenty-one years of age at the commencement of his employment, and is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his vocational education program while employed under the work-study program.	SEA, LEA			

Part I – Curriculum Development in Vocational and Technical Education	**SEC. 189 AUTHORIZATION** The purpose of this section is to enable the Commissioner to provide appropriate assistance to state and local educational agencies in the development of curriculums for new and changing occupations, and to coordinate improvements in. . .existing curriculum materials. The Commissioner should also develop standards for curriculum development in all occupational fields; coordinate efforts of the states in the preparation of curriculum materials and prepare current lists of curriculum materials available in all occupational fields; survey curriculum materials produced by other agencies of Government, including the Department of Defense; evaluate vocational-technical education curriculum materials and their uses; and train personnel in curriculum development.	SEA, LEA	**SEC. 189 AUTHORIZATION** The Commissioner is to provide assistance to state and local education agencies for the dissemination of existing curriculum materials. Sums appropriated. . .shall be used by the Commissioner, after consultation with the appropriate state agencies and the National Council, to make grants to or contracts with colleges or universities, state boards, and other public or nonprofit private agencies and institutions, or contracts with public or private agencies, organizations, or institutions, to promote the development and dissemination of vocational educatio[illegible]rriculum materials for use in teaching occupational subjects, including curriculums for new and changing occupational fields.	SEA, LEA, Higher Education Institutions, Other Nonprofit Agencies	**SS 103.31 PURPOSE** The purpose of Part I of the Act is to enable the Commissioner to provide appropriate assistance to state and local educational agencies in the development of curriculums for new and changing occupations, and to coordinate improvements in, and dissemination of, existing curriculum materials. **SS 103.32 ELIGIBLE PROGRAMS AND PROJECTS** Funds available. . .may be used by the Commissioner to award grants and contracts to eligible applicants for programs and projects having the following purposes: (1) to promote the development and dissemination of vocational education curriculum materials for use in teaching occupational subjects, including curriculums for new and changing occupational fields, and including those in public service; (2) to develop standards for curriculum development in all occupational fields; (3) to coordinate efforts of the states in the preparation of curriculum materials and to prepare current lists of curriculum materials available in all occupational fields; (4) to survey curriculum materials produced by other agencies of Government, including the Department of Defense; (5) to evaluate vocational-technical education curriculum materials and their uses; and (6) to train personnel in curriculum development.
Part J – Bilingual Vocational Training	**SEC. 194 AUTHORIZATION OF GRANTS** From the sums made available for grants under this part. . .the Commissioner is authorized to make grants to and enter into contracts with appropriate state agencies, local educational agencies, postsecondary educational institutions, private nonprofit vocational training institutions, and to other nonprofit organizations especially created to serve a group whose language as normally used is other than English in supplying training in recognized occupations and new and emerging occupations, and to enter into contracts with private nonprofit agencies and organizations, to assist them in conducting bilingual vocational training programs for persons of all ages in all communities of the United States which are designed to insure that vocational training programs are available to all individuals who desire and need such bilingual vocational training.	SEA, LEA, Higher Education Institutions, Public or Private Nonprofit Agencies	**SEC. 192 GENERAL RESPONSIBILITIES OF THE COMMISSIONER** The Commissioner and the Secretary of Labor together shall develop and disseminate accurate information on the status of bilingual vocational training in all parts of the United States.	Commissioner, Secretary of Labor	

PART VII—PUBLIC LIBRARY PROGRAMS

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	**STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT**	**RESPONSIBLE AGENT**	**STATUTORY DISSEMINATION REQUIREMENT**	**RESPONSIBLE AGENT**	
LIBRARY SERVICES AND CONSTRUCTION ACT (P.L. 84-597)	**SEC. 2 DECLARATION OF POLICY** It is the purpose of this Act to assist the states in the extension and improvement of public library services in areas of the states which are without such services or in which such services are inadequate, and with public library construction, and in the improvement of such other state library services as library services for physically handicapped, institutionalized, and disadvantaged persons, in strengthening state library administrative agencies, and in promoting interlibrary cooperation among all types of libraries.	State Library Agency	**SEC. 3 DEFINITIONS** "Public Library" means a library that serves free of charge all residents of a community, district, or region, and receives its financial support in whole or in part from public funds. Such term also includes a research library, which, for the purposes of this sentence, means a library which makes its services available to the public free of charge; has extensive collections of books, manuscripts, and other materials suitable for scholarly research which are not available to the public through public libraries; engages in the dissemination of humanistic knowledge through services to readers, fellowships, educational and cultural programs, publication of significant research, and other activities; and, is not an integral part of an institution of higher education.	Public Library	
	SEC. 6 STATE PLANS AND PROGRAMS The long-range program of any state for carrying out the purposes of this Act shall be developed in consultation with the Commissioner and shall set forth a program under which the funds received by the state under the programs authorized by this Act will be used to carry out a long-range program of library services and construction covering a period of not less than three nor more than five years.	State Library Agency	**SEC. 6 STATE PLANS** The state program shall set forth policies and procedures for the periodic evaluation of the effectiveness of programs and projects supported under this Act, and for appropriate dissemination of the results of such evaluations and other information pertaining to such programs or projects.	State Library Agency	

	SEC. 302 USES OF FEDERAL FUNDS				
TITLE III **Interlibrary Cooperation**	Funds appropriated. . .shall be available for grants to states. . .for the purpose of carrying out the federal share of the cost of carrying out state plans submitted and approved. Such grants shall be used for planning for, and taking, other steps leading to the development of, cooperative library networks; and establishing, expanding, and operating local, regional, and interstate cooperative networks of libraries, which provide for the systematic and effective coordination of the resources of school, public, academic, and special libraries and information centers for improved supplementary services for the special clientele served by each type of library or center. For the purposes of this title, the federal share shall be 100 per centum of the cost of carrying out the state plan.	State Library Agency			
TITLE IV **Older Readers Services**	**SEC. 402 USES OF FEDERAL FUNDS**		**SEC. 402 USES OF FEDERAL FUNDS**		
	Funds appropriated. . .shall be available for grants to states. . .for the purpose of carrying out the federal share of the cost of carrying out state plans submitted and approved. Such grants shall be used for the training of librarians to work with the elderly; the conduct of special library programs for the elderly; the purchase of special library materials for use by the elderly; the payment of salaries for elderly persons who wish to work in libraries as assistants on programs for the elderly; the provision of in-home visits by librarians and other library personnel to the elderly;. . .and the furnishing of transportation to enable the elderly to have access to library services.	State Library Agency	Funds shall [also] be used for the establishment of outreach programs to notify the elderly of library services available to them.	State Library Agency	

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE ACT (P.L. 91-345)	SEC. 5 FUNCTIONS The Commissioner shall have the primary responsibility for developing or recommending overall plans for, and advising the appropriate governments and agencies. In carrying out that responsibility, the Commission shall— (1) advise the President and the Congress on the implementation of national policy by such statements, presentations, and reports as it deems appropriate; (2) conduct studies, surveys, and analyses of the library and informational needs of the nation, including the special library and informational needs of rural areas, of economically, socially, or culturally deprived persons and of elderly persons, and the means by which these needs may be met through information centers, through the libraries of elementary and secondary schools and institutions of higher education, and through public, research, special, and other types of libraries; (3) appraise the adequacies and deficiencies of current library and information resources and services and evaluate the effectiveness of current library and information science programs; (4) develop overall plans for meeting national library and informational needs and for the coordination of activities at the federal, state, and local levels, taking into consideration all of the library and informational resources of the nation to meet those needs; (5) be authorized to advise federal, state, local, and private agencies regarding library and information sciences; (6) promote research and development activities which will extend and improve the nation's library and information-handling capability as essential links in the national communications networks; (7) submit to the President and the Congress (not later than January 31 of each year) a report on its activities during the preceding fiscal year.	National Commission on Library and Information Science	SEC. 5 FUNCTIONS The Commission is authorized to contract with federal agencies and other public and private agencies to carry out any of its functions. . .and to publish and disseminate such reports, findings, studies, and records as it deems appropriate. The Commission shall. . .submit to the President and the Congress (not later than January 31 of each year) a report on its activities during the preceding year. The Commission shall also make and publish such additional reports as it deems to be necessary, including, but not limited to, reports of consultants, transcripts of testimony, summary reports, and reports of other Commission findings, studies, and recommendations.	National Commission on Library and Information Science	

PART VIII—INTERNATIONAL EDUCATION PROGRAMS

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
INTERNATIONAL EDUCATION ACT OF 1966 (P.L. 89-698)	SEC. 2 FINDINGS AND DECLARATIONS The Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong American educational resources are a necessary base for strengthening our relations with other countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures; and that it is therefore both necessary and appropriate for the Federal Government to assit in the development of resources for international study and research, to assist in the development of resources and trained personnel in academic and professional fields, and to coordinate the existing and future programs of the Federal Government in international education, to meet the requirements of world leadership.	Congress			
NATIONAL DEFENSE EDUCATION ACT OF 1958 (P.L. 85-864)	SEC. 602 RESEARCH AND STUDIES The Commissioner is authorized, directly or by contract, to make studies and surveys to determine the need for increased or improved instruction in modern foreign languages and other fields needed to provide a full understanding of the areas, regions, or countries in which such languages are commonly used, to conduct research on more effective methods of teaching such languages and in such other fields, and to develop specialized materials for use in such training, or in training teachers of such languages or in such fields.	Commissioner			

UNITED STATES INFORMATION AND EDUCATIONAL EXCHANGE ACT OF 1948 (P.L. 80-402)	**SEC. 2 OBJECTIVES** The Congress hereby declares that the objectives of this Act are to enable the Government of the United States to promote a better understanding of the United States in other countries, and to increase mutual understanding between the people of the United States and the people of other countries.	Director-U.S. Information Agency	**SEC. 2 OBJECTIVES** Among the means to be used in achieving these objectives are: an information service to disseminate abroad information about the United States, its people, and policies promulgated by the Congress, the President, the Secretary of State, and other responsible officials of Government having to do with matters affecting foreign affairs.	Director-U.S. Information Agency	
TITLE II **Interchange of Persons, Knowledge and Skills**	**SEC. 203 INSTITUTIONS** The Secretary is authorized to provide for assistance to schools, libraries, and community centers abroad, founded or sponsored by citizens of the United States, and serving as demonstration centers for methods and practices employed in the United States. In assisting any such schools, however, the Secretary shall exercise no control over their educational policies and shall in no case furnish assistance of any character which is not in keeping with the free democratic principles and the established foreign policy of the United States. (Subject to specified policy and other controls by the Secretary of State, Sec. 2(a) of 1953 Reorganization Plan No. 8 transferred to the Director of the United States Information Agency "so much of functions with respect to • • • aid to libraries and community centers • • • as is an integral part of information programs" under P.L. 80-402 "together with so much of the functions vested in the Secretary of State by other provisions of the said Act as is incidental to or necessary for the performance of the functions" under Sec. 203. P.L. 87-256 repealed Sec. 203 "insofar as it relates to schools.")	Secretary of State	**SEC. 202 BOOKS AND MATERIALS** The Secretary is authorized to provide for interchanges between the United States and other countries of books and periodicals, including government publications, for the translation of such writings, and for the preparation, distribution, and interchange of other educational materials. (Subject to specified policy and other controls by the Secretary of State, Sec. 2(a) of 1953 Reorganization Plan No. 8 transferred to the Director of the United States Information Agency "so much of functions with respect to the interchange of books and periodicals • • • as is an integral part of information programs" under P.L. 80-402, "together with so much of the functions vested in the Secretary of State by other provisions of the said Act as is incidental to or necessary for the performance of the functions" under Sec. 202.)	Secretary of State, Director - U.S. Information Agency	

156
148

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
MUTUAL EXCHANGE AND CULTURAL EXCHANGE ACT OF 1961 (P.L. 87-256)	**SEC. 101 STATEMENT OF PURPOSE** The purpose of this Act is to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people in the United States and other nations, and the contributions being made toward a peaceful and more fruitful life for people throughout the world; to promote international cooperation for educational and cultural advancement; and thus to assist in the development of friendly, sympathetic, and peaceful relations between the United States and the other countries of the world.	Congress			
	SEC. 102 The President is authorized, when he considers that it would strengthen international cooperative relations, to provide, by grant, contract, or otherwise, for— (1) educational exchanges, by financing studies, research, instruction, and other educational activities; (2) cultural exchanges; (3) United States participation in international fairs and expositions abroad, including trade and industrial fairs and other public or private demonstrations of the United States economic accomplishments and cultural attainments.	President			
	In furtherance of the purposes of this Act, the President is further authorized to provide for— (1) interchanges between the United States and other countries of handicrafts, scientific, technical, and scholarly books, books of literature, periodicals, and Government publications, and the reproduction and translation of such writings and the preparation, distribution, and interchange of other educational and research materials, including laboratory and technical equipment for education and research;	President			

(2) establishing and operating in the United States and abroad centers for cultural and technical interchanges to promote better relations and understanding between the United States and other nations through cooperative study, training, and research. (3) promoting and supporting medical, scientific, cultural, and educational research and development; [and] (4) encouraging independent research into the problems of educational and cultural exchange.			
SEC. 103			
The President is authorized to enter into agreements with foreign governments and international organizations, in furtherance of the purposes of this Act.	President		
SEC. 104			
The President may delegate, to such officers of the Government as he determines to be appropriate, any of the powers conferred upon him by this Act to the extent that he finds such delegation to be in the interest of the purposes expressed in this Act and the efficient administration of the programs undertaken pursuant to this Act: Provided, That where the President has delegated any of such powers to any officer, before the President implements any proposal for the delegation of any such powers to another officer, that proposal shall be submitted to the Speaker of the House of Representatives and to the Committee on Foreign Relations of the Senate, and thereafter a period of not less than sixty days shall have elapsed while Congress is in session.	President		
SEC. 106		**SEC. 106**	
The United States Advisory Commission on International Education and Cultural Affairs. . .is hereby established to replace the United States Advisory Commission on Educational Exchange. The Commission shall formulate and recommend to the President policies for exercising his authority under this Act and shall appraise the effectiveness of programs carried out pursuant to it.	United States Advisory Commission on International Education and Cultural Affairs	The Commission shall make a special study of the effectiveness of past programs with emphasis on the activities of a reasonably representative cross section of past recipients of aid and shall submit a report to Congress not later than December 31, 1962.	United States Advisory Commission on International Education and Cultural Affairs
The Commission shall consist of nine members. The President shall designate a Chairman from among members of the Commission. The Commission is authorized to adopt such rules and regulations as it may deem necessary to carry out the authority conferred upon it by this Act.	Commission		

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
MUTUAL EXCHANGE AND CULTURAL EXCHANGE ACT OF 1961 (P.L. 87-256)	SEC. 106 For the purpose of selecting students, scholars, teachers, trainees, and other persons to participate in the programs authorized under. . .this Act, and of supervising such programs. . ., there is hereby continued the authority of the President to appoint a Board of Foreign Scholarships (hereinafter referred to as the "Board") consisting of twelve members. In the selection of American citizens for participation in programs under this Act, preference shall be given to those who have served in the Armed Forces of the United States, and due consideration shall be given to applicants from all geographical areas of the United States.	Board of Foreign Scholarships			
	SEC. 106 There is hereby continued the Advisory Committee on the Arts (hereinafter referred to as the "Committee") created under Section 10 of the International Cultural Exchange and Trade Fair Participation Act of 1956, consisting of a Chairman and nine other members of whom at lease one shall be a member of the Commission.	Advisory Committee on the Arts	SEC. 107 The Board, the Commission, and the Committee shall submit annual reports to the Congress and such other reports to the Congress as they deem appropriate, and shall make reports to the public in the United States and abroad to develop a better understanding of and support for the programs authorized by this Act.	Board of Foreign Scholarships, Advisory Commission on International Education and Cultural Affairs, Committee of the Arts	
	Appointment of all members and selection of the Chairman of this Committee shall hereafter be made by the Secretary of State.	Secretary of State			
	The President is authorized to create such interagency and other advisory committees as in his judgement may be of assistance in carrying out the purposes of this Act, and from time to time to convene conferences of persons interested in educational and cultural affairs to consider matters relating to the purposes of this Act.	President			
	The President is authorized to provide for necessary secretarial and staff assistance for the Board, the Commission, the Committee, and such other committees as may be created under this section.	President			

AGRICULTURE TRADE DEVELOPMENT AND ASSISTANCE ACT OF 1954 (P.L. 83-480)	**SEC. 109** Before entering into agreements with developing countries for the sale of United States agricultural commodities on whatever terms, the President shall consider the extent to which the recipient country is undertaking wherever practicable self-help measures to increase per capita production and improve the means for storage and distribution of agricultural commodities, including: (1) devoting land resources to the production of needed food rather than to the production of nonfood crops – especially nonfood crops in world surplus; (2) development of the agricultural chemical, farm machinery and equipment, transportation and other necessary industries through private enterprise; (3) training and instructing farmers in agricultural methods and techniques; (4) constructing adequate storage facilities; (5) improving marketing and distribution systems; (6) creating a favorable environment for private enterprise and investment, both domestic and foreign, and utilizing available technical know-how; (7) establishing and maintaining Government policies to insure adequate incentives to producers; (8) establishing and expanding institutions for adaptive agricultural research; (9) allocating for these purposes sufficient national budgetary and foreign exchange resources (including those supplied by bilaterial, multilateral and consortium aid programs) and local currency resources (resulting from loans or grants to recipient governments of the proceeds of local currency sales); and (10) carrying out voluntary programs to control population growth.	President	**SEC. 104** Notwithstanding any other provision of law, the President may use or enter into agreements with foreign countries or international organizations to use the foreign currencies, including principal and interest from loan repayments, which accrue in connection with sales for foreign currencies under this title for carrying out programs of United States Government agencies to collect, collate, translate, abstract, and disseminate scientific and technological information and conduct research and support scientific activities overseas including programs and projects of scientific cooperation between the United States and other countries such as coordinated research against diseases common to all of mankind.	President	

PART IX–EDUCATION AND TRAINING OF ADULTS

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1966 (P.L. 89-750) TITLE III Adult Education Act	**SEC. 302 STATEMENT OF PURPOSE** It is the purpose of this title to expand educational opportunity and encourage the establishment of programs of adult public education that will enable all adults to continue their education to at least the level of completion of secondary school and make available the means to secure training that will enable them to become more employable, productive, and responsible citizens.	Congress			
	SEC. 306 STATE PLAN Any state desiring to receive its allotment of federal funds for any grant under this title shall submit through its state educational agency a state plan.	SEA			
	SEC. 309 USES OF FUNDS FOR SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS AND TEACHER TRAINING Of the funds allotted to a state. . .for a fiscal year, not less than 15 per centum shall be used for special projects which will be carried out in furtherance of the purposes of this title, and which involve the use of innovative methods, including the use of innovative methods, including methods for educating persons of limited English-speaking ability, systems, materials, or programs which may have national significance or be of special value in promoting effective programs under this title, or involve programs of adult education, including education for persons of limited English-speaking ability which are part of community school programs, carried out in cooperation with other federal, federally assisted, state, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies; and training persons engaged, or preparing to engage, as personnel in programs designed to carry out the purposes of this title.	SEA	**SEC. 309A CLEARINGHOUSE ON ADULT EDUCATION** The Commissioner shall establish and operate a clearinghouse on adult education programs, together with ways of coordinating adult education programs with manpower and other education programs. The Commissioner is authorized to enter into contracts with public agencies or private organizations to operate the clearinghouse established or designated under this section.	Clearinghouse on Adult Education, SEA	**SS. 166 STATE ADULT EDUCATION PROGRAMS (April 23, 1975)** The annual program plan shall set forth policies, procedures, and criteria to be used by the state educational agency to administer Sec. 309 of the Act. The annual program plan shall include such criteria and procedures for each of the following functions: (1) general announcement of the availability of federal funds for special projects and teacher training. . . (2) report requirements. . . (3) procedures for the dissemination of project results.

SEC. 310 STATE ADVISORY COUNCILS		**SEC. 310 STATE ADVISORY COUNCILS**		**SS 166.6 FUNCTIONS AND RESPONSIBILITIES**
Any state which receives assistance. . .may establish and maintain a state advisory council.	State Advisory Council	Such a state advisory council. . .shall— prepare and submit to the state educational agency, and to the National Advisory Council for Adult Education. . .an annual report.	State Advisory Council on Adult Education	The state advisory council shall— . . .prepare and submit to the state educational agency, the National Advisory Council on Adult Education, established pursuant to Section 311 of the Act, and the U.S. Commissioner of Education, an annual report of its recommendations, accompanied by such additional comments of the state educational agency as that agency deems appropriate.
SEC. 311 NATIONAL ADVISORY COUNCIL FOR ADULT EDUCATION		**SEC. 311 NATIONAL ADVISORY COUNCIL FOR ADULT EDUCATION**		
The President shall appoint a National Advisory Council on Adult Education.	National Advisory Council for Adult Education	The council shall. . .make annual reports to the President of its findings and recommendations.	National Advisory Council for Adult Education	
The Secretary of Health, Education, and Welfare shall coordinate the work of [this] council with that of other related advisory councils.	Secretary-HEW	The President shall transmit each report to the Congress, together with his comments and recommendations.	President	
SEC. 314 IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR ADULT INDIANS		**SEC. 314 IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR ADULT INDIANS**		
The Commissioner shall carry out a program of making grants to state and local educational agencies, and to Indian tribes, institutions, and organizations, to support planning, pilot, and demonstration projects which are designed to plan for, and test and demonstrate the effectiveness of, programs for providing adult education for Indians— (1) to support planning, pilot, and demonstration projects which are designed to test and demonstrate the effectiveness of programs for improving employment and educational opportunities for adult Indians; (2) to assist in the establishment and operation of programs which are designed to stimulate (A) the provision of basic literacy opportunities to all nonliterate Indian adults, and (B) the provision of opportunities to all Indian adults to qualify for a high school equivalency certificate in the shortest period of time feasible; (3) to support a major research and development program to develop more innovative and effective techniques for achieving the literacy and high school equivalency goals; (4) to provide for basic surveys and evaluations thereof to define accurately the extent of the problems of illiteracy and lack of high school completion on Indian reservations.	SEA, LEA Indian Tribes, Institutions, and Organizations	The Commissioner shall carry out a program. . .to encourage the dissemination of information and materials relating to, and the evaluation of the effectiveness of, education programs which may offer educational opportunities to Indian adults. The Commissioner is also authorized to make grants to, and contracts with, public agencies, and institutions, and Indian tribes, institutions, and organizations for— the dissemination of information concerning educational programs, services, and resources available to Indian adults, including evaluations thereof.	SEA, LEA Public Agencies, Indian Tribes, Institutions	

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
COMMUNICATION ACT OF 1934 [As Amended by Elementary and Secondary Education Amendments of 1966] TITLE III Part IV Subpart B – Corporation for Public Broadcasting	SEC. 396 PURPOSES AND ACTIVITIES OF THE CORPORATION In order to achieve the objectives and to carry out the purposes of this subpart,. . .the Corporation is authorized to facilitate the full development of educational broadcasting in which programs of high quality, obtained from diverse sources, will be made available to noncommercial educational television or radio broadcast stations, with strict adherance to objectivity and balance in all programs or series of programs of a controversial nature; assist in the establishment and development of one or more systems or noncommercial educational television or radio broadcast stations throughout the United States; and carry out its purposes and functions and engage in its activities in ways that will most effectively assure the maximum freedom of the noncommercial educational television or radio broadcast systems and local stations from interference with or control of program content or other activities. The Corporation is authorized to make payments to existing and new noncommerical educational broadcast stations to aid in financing local educational television or radio programing costs of such stations, particularly innovative approaches thereto, and other costs of operation of such stations; to encourage the creation of new noncommercial educational broadcast stations in order to enhance such service on a local, state, regional, and national basis; conduct (directly or through grants or contracts) research, demonstrations, or training in matters related to noncommercial educational television or radio broadcasting.	Corporation for Public Broadcasting	SEC. 396 PURPOSES AND ACTIVITIES OF THE CORPORATION Included in the activities of the Corporation authorized for accomplishment of the purposes set forth in subsection (a) of this section, are, among others not specifically named– (1) to contract with or make grants to program productive entities, individuals, and selected noncommercial educational broadcast stations for the production of, and otherwise to procure, educational television or radio programs for national or regional distribution to noncommercial educational broadcast stations; (2) to establish and maintain a library and archives of noncommerical educational television or radio programs and related materials and develop public awareness of and disseminate information about noncommercial educational television or radio broadcasting by various means, including the publication of a journal; (3) to arrange, by grant or contract with appropriate public or private agencies, organizations, or institutions, for interconnection facilities suitable for distribution and transmission of educational television or radio programs to noncommercial educational broadcast stations.	Corporation for Public Broadcasting	47 CFR 43 Any common carrier subject to the Communications Act may render free or reduced rate communications interconnection services for noncommerical educational television or radio services, subject to the rules contained in this part. Every carrier furnishing such services shall make and file, in duplicate, with the Commission with 40 days after the end of each calendar quarter, two certified copies of reports covering each quarter of the year. The reports shall show the call signs and locations of the stations to which such service was rendered pursuant to this rule and the dates such service was rendered; and names of any agency, corporation or association of stations, other than the stations interconnected, to which service was charged or credited; the general character of the service provided; the charges in dollars which would have accrued to the carrier for such services rendered if all charges for such services had been calculated at the published tariff rates; the charges in dollars, if any, actually made or credited for such service; the name and address of any person whose request for such service is pending as of the last day of the reporting period, the date of such request, a general description of the service requested, and the expected date of decision on the pending request; the name and address of any person whose request for such free or reduced rate service has been denied during the reporting period together with a general description of the service requested and the reasons and the dates thereof.

PART X—EDUCATION AND TRAINING OF THE HANDICAPPED

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
EDUCATION OF THE HANDICAPPED ACT (P.L. 91-230) **Part A – General Provisions** **Part B – Assistance to States for Education of Handicapped Children**	**SEC. 611 GRANTS TO STATES FOR EDUCATION OF HANDICAPPED CHILDREN** The Commissioner shall, in accordance with the provisions of this part, make payments to states for the purpose of assisting the states in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at the preschool, elementary school, and secondary school levels in order to provide full educational opportunities to all handicapped children.	SEA, LEA	**SEC. 602 DEFINITION** The term "research and related purposes" means research, research training (including the payment of stipends and allowances), surveys, or demonstrations or information derived therefrom, including surveys, or demonstrations in the field of education of handicapped children, or the dissemination of information derived therefrom, including (but without limitation) experimental schools.	SEA, LEA	**SS 121.127 ALLOWABLE EXPENDITURES** *State educational agencies.* Funds under Part B of the Act may be used by the state educational agency for such expenditures as are reasonably necessary for the conduct by it of programs or projects for the education of handicapped children (including evaluation and dissemination of the results thereof), and for administration of the state plan and for planning at the state level, including planning or assisting in the planning of programs or projects for the education of handicapped children; approval, supervision, monitoring, and evaluation of local programs and projects for the education of handicapped children; technical assistance to local educational agencies with respect to the measurements of educational achievement and evaluation of the effectiveness of programs and projects pursuant to SS 121.105 (e)(5); dissemination and utilization of the results of educational research and demonstrations; and other state leadership activities and consultative services. *Local educational agencies.* Funds made available under Part B of the Act to local educational agencies may be used by those agencies for such expenditures as are reasonably necessary for activities directly related to (1) the conduct of programs and projects for the education of handicapped children which are approved by the state educational agency (including the evaluation and dissemination of the results thereof), and (2) subject to the limitations in SS 121.126, the planning of such programs and projects.

SEC. 603 BUREAU FOR EDUCATION AND TRAINING OF THE HANDICAPPED

There shall be, within the Office of Education, a bureau for the education and training of the handicapped which shall be the principal agency in the Office of Education for administering and carrying out programs and projects for the training of teachers of the handicapped and for research in such education and training.

The Bureau established under subsection (a) shall be headed by a Deputy Commissioner of Education who shall be appointed by the Commissioner, who shall report directly to the Commissioner.

Bureau for the Education and Training of the Handicapped

SEC. 604 NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

The Commissioner shall establish. . .a National Advisory Committee on Handicapped Children. The Committee shall review the administration and operation of programs authorized by the title. . .and make recommendations. The Committee shall make an annual report of its findings to the Commissioner,. . .to Assistant Secretary,. . .[and] Congress.

National Advisory Committee on Handicapped Children

SEC. 613 STATE PLANS

Any state which desires to receive grants* under this part shall submit to the Commissioner through its state educational agency a state plan (not part of any other plan) in such detail as the Commissioner deems necessary. Such state plan shall—

set forth such policies and procedures as provide satisfactory assurance that funds paid to the state under this part will be expanded, either directly or through individual, or combinations of, local educational agencies, solely to initiate, expend, or improve programs and projects, including preschool programs and projects, which are designed to meet the special educational and related needs of handicapped children throughout the state, and which are of sufficient size, scope, and quality (taking into consideration the special educational needs of such children) as to give reasonable promise of substantial progress toward meeting those needs, and for the proper and efficient administration of the state plan (including state leadership activities and consultative services), and for planning on the state and local level; provided, that the amount expended for such administration and planning shall not exceed 5 per centum of the amount allotted to the state for any fiscal year or $200,000.

*Effective for fiscal year 1975 only, these words are amended to read "is entitled to receive payments." (Section 614(c), P.L. 93-380).

SEA, LEA

SEC. 613 STATE PLANS

State plan shall provide satisfactory assurance that effective procedures will be adopted for acquiring and disseminating to teachers of and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

SEA, LEA

SS 121.108 PUBLICATION AND OPPORTUNITY FOR COMMENT

Presubmission. Prior to its submission by the state educational agency to the Commissioner, each state plan shall be made public as a separate document, and a reasonable opportunity shall be given by that agency for comment thereon by interested persons. The Commissioner will not approve any state plan until such publication has been made and such opportunity for comment has been given. Methods of public notice of the proposed plan shall include notices and bulletins distributed by the state educational agency to local educational agencies and other agencies involved in the education of handicapped children and news releases to, or advertising in, key newspapers or other news media throughout the state.

Presubmission. Each state plan as finally approved by the Commissioner shall also be made public by the state educational agency in the same manner as that required by the above section, and shall be made readily accessible upon request to any interested person in the state.

Statement of publication. Upon its submission to the Commissioner by the state educational agency, each state plan shall be accompanied by a statement describing the method by which and the extent to which, the plan has been and, when approved, will be made public.

Interested persons. For the purposes of this section, interested persons include not only public officials, public employees, and other persons involved in the education of handicapped children, but also persons who are themselves handicapped, parents of a handi-

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
EDUCATION OF THE HANDICAPPED ACT (P.L. 91-230) Part B – Assistance to States for Education of Handicapped Children Part C – Centers and Services to Meet Special Needs of the Handicapped	SEC. 621 REGIONAL RESOURCE CENTERS The Commissioner is authorized to make grants to or contracts with institutions of higher education, state educational agencies, or combinations of such agencies or institutions, which combinations may include one or more local educational agencies, within particular regions of the United States, to pay all or part of the cost of the establishment and operation of regional centers which will develop and apply the best methods of appraising the special educational needs of handicapped children referred to them and will provide other services to assist in meeting such needs. Centers established or operated under this section shall provide testing and educational evaluation to determine the special educational needs of handicapped children referred to such centers, develop educational programs to meet those needs, and assist schools and other appropriate agencies, organizations, and institutions in providing such educational programs through services such as consultation (including, in appropriate cases, consultation with parents or teachers of handicapped children at such regional centers), periodic re-examination and re-evaluation of special educational programs, and other technical services.	SEA, LEA, Higher Education Institutions	*Refer to* SEC. 621, on this page	SEA, LEA, Higher Education Institutions	SS 121..08 *(continued)* capped child or handicapped children, private school educators who are knowledgeable in the education of handicapped children, and the general public. SS 121.234 REGIONAL CENTER COMPONENTS In addition to the services specified in this section, each Regional Center shall carry out the following activities: • Development or demonstration of new, or improvements in existing methods, approaches, or techniques, which would contribute to the adjustment and education of deaf/blind children; • Training (either directly or otherwise) of professional and allied personnel engaged or preparing to engage in programs specifically designed for such children, including payment of stipends for trainees and allowances for travel and other expenses for them and their dependents; and • Dissemination of materials and information about practices found effective in working with such children.
			SEC. 622 CENTERS AND SERVICES FOR DEAF/BLIND CHILDREN It is the purpose of this section to provide, through a limited number of model centers for deaf-blind children, a program designed to develop and bring to bear upon such children, beginning as early as feasible in life, those specialized, intensive professional	SEA, LEA, Higher Education Institutions, Appropriate Agencies	SS 121.281 EVALUATION AND DISSEMINATION Each regional resource center shall develop and apply effective methods for evaluating the extent to which project objectives are being met, and the effectiveness of the educational programs developed for handicapped children by the center.

			and allied services, methods, and aids that are found to be most effective to enable them to achieve their full potential for communication with, and adjustment to, the world around them, for useful and meaningful participation in society, and for self-fulfillment. The Commissioner is authorized, upon such terms and conditions. . .as he deems appropriate to carry out the purposes of this section, to make grants to or contracts with public or nonprofit private agencies, organizations, or institutions to pay all or part of the cost of establishment, including construction, which for the purposes of this section shall include the construction of residential facilities, and operation of centers for deaf-blind children.		Each such center shall provide for the dissemination of information regarding its activities, including the evaluations carried out under paragraph (a) of this section. Additional dissemination activities may be carried out under this part. Each such center shall provide for the dissemination of information regarding its activities, including the evaluations carried out under this section. Additional dissemination activities may be carried out.
	SEC. 623 EARLY EDUCATION FOR HANDICAPPED CHILDREN The Commissioner is authorized to arrange by contract, grant, or otherwise with appropriate public agencies and private nonprofit organizations, for the development and carrying out by such agencies and organizations of experimental preschool and early education programs for handicapped children which the Commissioner determines show promise of promoting a comprehensive and strengthened approach to the special problems of such children. . .Such programs shall include activities and services designed to (1) facilitate the intellectual, emotional, physical, mental, social, and language development of such children; (2) encourage the participation of the parents of such children in the development and operation of any such program; and (3) acquaint the community to be served by any such program with the problems and potentialities of such children. Each arrangement for developing or carrying out a program authorized by this section shall provide for the effective coordination of each such program with similar programs in the schools of the community to be served by such a program.	Public and Private Nonprofit Agencies	**SEC. 623 EARLY EDUCATION FOR HANDICAPPED CHILDREN** Such programs shall be distributed to the greatest extent possible throughout the Nation, and shall be carried out both in urban and in rural areas.	SEA, LEA, Higher Education Institutions, Appropriate Agencies	**SS 121a.27 PARENTAL INVOLVEMENT (May 1, 1975)** Applications submitted. . .shall. . .set forth policies and procedures for adequate dissemination of program plans and evaluations to such parents and the public

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
EDUCATION OF THE HANDICAPPED ACT (P.L. 91-230)	SEC. 624 RESEARCH, INNOVATION, TRAINING, AND DISSEMINATION WITH CENTERS AND SERVICES FOR THE HANDICAPPED The Commissioner is authorized, either as part of any grant or contract under this part, or by separate grant to, or contract with, an agency, organization, or institution operating a center or providing a service which meets such requirements as the Commissioner determines to be appropriate, consistent with the purposes of this part, to pay all or part of the cost of such activities as research to identify and meet the full range of special needs of handicapped children; development or demonstration of new or improvements in existing methods, approaches, or techniques, which would contribute to the adjustment and education of such children; training (either directly or otherwise) of professional and allied personnel engaged or preparing to engage in programs specifically designed for such children, including payment of stipends for trainees and allowances for travel and other expenses for them and their dependents.	Appropriate Agencies, Including SEA, LEA	SEC. 624 RESEARCH, INNOVATION, TRAINING, AND DISSEMINATION WITH CENTERS AND SERVICES FOR THE HANDICAPPED The Commissioner is authorized to pay all or part of the cost of dissemination of materials and information about practices found effective in working with such children. In making grants and contracts under this section, the Commissioner shall insure that the activities funded under such grants and contracts will be coordinated with similar activities funded from grants and contracts under other parts of this title.	Commissioner Appropriate Agencies, Including SEA, LEA, Higher Education Institutions,	SS 121.271 PURPOSE Payment of federal funds under this subpart may be made for the purpose of assisting eligible parties in such activities as: • Development or demonstration of new, or improvement in existing, methods, approaches or techniques, which would contribute to the adjustment and education of such children; • Training (either directly or otherwise) of professional and allied personnel engaged or preparing to engage in programs specifically designed for such children, including payments of stipends for trainees and allowances for travel and other expenses for them and their dependents; and • Dissemination of materials and information about practices found effective in working with such children.
	SEC. 625 The Commissioner is authorized to make grants to or contracts with institutions of higher education, including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies for the development and operation of specially designed or modified programs of vocational, technical, postsecondary, or adult education for deaf or other handicapped persons.	Higher Education Institutions, Other Appropriate Agencies			

Part D – Training Personnel for the Education of the Handicapped	SEC. 633 GRANTS OR CONTRACTS TO IMPROVE RECRUITING OF EDUCATIONAL PERSONNEL, AND TO IMPROVE DISSEMINATION OF INFORMATION CONCERNING EDUCATIONAL OPPORTUNITIES FOR THE HANDICAPPED		SEC. 633 GRANTS OR CONTRACTS TO IMPROVE RECRUITING OF EDUCATIONAL PERSONNEL, AND TO IMPROVE DISSEMINATION OF INFORMATION CONCERNING EDUCATIONAL OPPORTUNITIES FOR THE HANDICAPPED		SS 121.277 DISSEMINATION Projects assisted may include publication, distribution, and demonstrations for the benefit of educational institutions and for the general public as well as for persons who are professionals in the field of the education of the handicapped. SS 121.253 CRITERIA FOR ASSISTANCE Each project shall include services and activities designed to accomplish the following objectives: . . . To acquaint the community to be served by the project, with the problems and potentialities of handicapped children. In addition, dissemination of information regarding the project shall be extended to the general public and the education and other professional communities by appropriate means. A project must be structured so that its components can be replicated or adapted for use elsewhere. Each project shall provide for effective coordination with similar programs in the schools of the community to be served. In addition, each project shall include provisions for development of relations with state and local educational agencies, in such manner as to accomplish the following objectives: (1) inform such agencies of the nature and purposes of the project; (2) provide opportunity for widespread visibility of the project; (3) develop mechanisms for future replication or adaption of program components; (4) relate the project to state and community planning; (5) alert the agencies to the number and special needs of children of school age who may be leaving the project, and work toward continuity of the educational program and comprehensive services as the children enter the local school system.
	The Commissioner is authorized to make grants to public or nonprofit private agencies, organizations, or institutions, or to enter into contracts with public or private agencies, organizations or institutions, for projects for encouraging students and professional personnel to work in various fields of education of handicapped children and youth through, among other ways, developing and distributing imaginative or innovative materials to assist in recruiting personnel for such careers, or publicizing existing forms of financial aid which might enable students to pursue such careers.	Public or Private Nonprofit Agencies	The Commissioner may authorize project grants for disseminating information about the programs, services, and resources for the education of handicapped children, or providing referral services to parents, teachers, and other persons especially interested in the handicapped.	Public or Private Nonprofit Agencies	

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
EDUCATION OF THE HANDICAPPED ACT (P.L. 91-230) **Part E — Research in the Education of the Handicapped**	**SEC. 642 RESEARCH AND DEMONSTRATION PROJECTS IN PHYSICAL EDUCATION AND RECREATION FOR HANDICAPPED CHILDREN** The Commissioner is authorized to make grants to states, state or local educational agencies, institutions of higher education, and other public or nonprofit private educational or research agencies and organizations, and to make contracts with states, state or local educational agencies, institutions of higher education, and other public or private educational or research agencies and organizations, for research and related purposes relating to physical education or recreation for handicapped children, and to conduct research, surveys, or demonstrations relating to physical education or recreation for handicapped children. **SEC. 641 RESEARCH AND DEMONSTRATION PROJECTS IN EDUCATION OF HANDICAPPED CHILDREN** The Commissioner is authorized to make grants to states, state or local educational agencies, institutions of higher education, and other public or nonprofit private educational or research agencies and organizations, and to make contracts with states, state or local educational agencies, institutions of higher education, and other public or private educational or research agencies and organizations, for research and related purposes, and to conduct research, surveys, or demonstrations, relating to education of handicapped children.	SEA, LEA, Higher Education Institutions Public or Private Nonprofit Research Agencies SEA, LEA, Higher Education Institutions, Public or Private Nonprofit Research Agencies			**SS 121.381 PURPOSE** Payment of federal funds under this subpart may be made for the purpose of assisting eligible parties in carrying out projects for encouraging students and professional personnel to work in various fields of education of handicapped children and youth through, among other ways, developing and distributing imaginative or innovative materials to assist in recruiting personnel for such careers, or publicizing existing forms of financial aid which might enable students to pursue such careers; disseminating information about the programs, services, and resources for the education of handicapped children; providing referral services (including referral to educational, diagnostic, and clinical facilities and services) to parents, teachers, and other persons especially interested in the handicapped; and utilizing parent, volunteer, media, and other organizations to provide information concerning handicapped children to the general public. **SS 121.382 PARTIES ELIGIBLE** Parties eligible to receive assistance through grants or contracts under this subpart are public or private agencies, organizations, or institutions, except that no grant shall be made other than to a nonprofit agency, organization, or institution. **SS 121.383 DISTRIBUTION OF PROJECTS** Projects will be distributed to the greatest extent possible throughout the Nation, and will be carried out both in urban and in rural areas.

Part F – Instructional Media for the Handicapped	**SEC. 651 PURPOSE** The purposes of this part are to promote the general welfare of deaf persons by bringing to such persons understanding and appreciation of those films which plan such an important part in the general and cultural advancement of hearing persons, providing through these films enriched educational and cultural experiences through which deaf persons can be brought into better touch with the realities of their environment, and providing a wholesome and rewarding experience which deaf persons may share together; and the educational advancement of handicapped persons by carrying on research in the use of educational media for the handicapped.	Commissioner	**SEC. 651 PURPOSE** The purposes of this part are to promote. . .the educational advancement of handicapped persons by. . .producing and distributing educational media for the use of handicapped persons, their parents, their actual or potential employers, and other persons directly involved in work for the advancement of the handicapped, and training persons in the use of educational media for the instruction of the handicapped.	State Schools for Handicapped	
	SEC. 652 CAPTIONED FILMS AND EDUCATIONAL MEDIA FOR HANDICAPPED PERSONS The Commissioner is authorized to provide, by grant or contract, for the conduct of research in the use of educational and training films and other educational media for the handicapped, for the production and distribution of educational and training films and other educational media for the handicapped, and the training of persons in the use of such films and media, including the payment to those persons of such stipends (including allowances for travel and other expenses of such persons and their dependents) as he may determine, which shall be consistent with prevailing practices under comparable federally supported programs.	Commissioner	**SEC. 652 CAPTIONED FILMS AND EDUCATIONAL MEDIA FOR HANDICAPPED PERSONS** The Commissioner shall establish a loan service of captioned films and educational media for the purpose of making such materials available in the United States for nonprofit purposes to handicapped persons, parents of handicapped persons, and other persons directly involved in activities for the advancement of the handicapped in accordance with regulations. The Commissioner is authorized to provide, by grant or contract, for the distribution of captioned films and other educational media and equipment through state schools for the handicapped and such other agencies as the Commissioner may deem appropriate to serve as local or regional centers for such distribution.	Other Appropriate Agencies Commissioner	

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
EDUCATION OF THE HANDICAPPED ACT (P.L. 91-230)	SEC. 653 NATIONAL CENTER ON EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED				
	The Secretary is authorized to enter into an agreement with an institution of higher education for the establishment and operation of a National Center on Educational Media and Materials for the Handicapped, which will provide a comprehensive program of activities to facilitate the use of new educational technology in education programs for handicapped persons, including designing and developing, and adapting, instructional materials, and such other activities consistent with the purposes of this part as the Secretary may prescribe in the agreement.	Secretary HEW			
	In making grants and contracts under this section the Commissioner shall give special consideration to applications which propose innovative and creative approaches to meeting the educational needs of children with specific learning disabilities, and those which emphasize the prevention and early identification of learning disabilities.	Commissioner			
Part G – Special Programs for Children with Specific Learning Disabilities	SEC. 661 RESEARCH, TRAINING, AND MODEL CENTERS		SEC. 661(a) RESEARCH, TRAINING AND MODEL CENTERS		
	The Commissioner is authorized to make grants to, and contracts with, institutions of higher education, state and local educational agencies, and other public and private educational and research agencies and organizations (except that no grant shall be made other than to a nonprofit agency or organization) in order to carry out a program of— (1) research and related purposes relating to the education of children with specific learning disabilities; (2) professional or advanced training for educational personnel who are teaching, or are preparing to be teachers of, children with specific learning disabilities, or such training for persons who are, or are preparing to be, supervisors and teachers of such personnel; and	SEA, LEA, Higher Education Institutions, Other Public and Private Educational and Research Agencies	The Commissioner is authorized to make grants to, and contracts with, institutions of higher education, state and local educational agencies, and other public and private educational and research agencies and organizations (except that no grant shall be made other than to a nonprofit agency or organization) in order to carry out a program of. . .model centers. . .which shall. . .disseminate new methods of techniques for overcoming learning disabilities to educational institutions, organizations, and agencies within the area served by such center and evaluate the effectiveness of the dissemination process.	SEA, LEA, Higher Education Institutions, Other Appropriate Agencies	

(3) establishing and operating model centers for the improvement of education of children with specific learning disabilities, which centers shall provide testing and educational evaluation to identify children with learning disabilities who have been referred to such centers, develop and conduct model programs designed to meet the special educational needs of such children, assist appropriate educational agencies, organizations, and institutions in making such model programs available to other children with learning disabilities.

In making grants and contracts under this section the Commissioner shall give special consideration to applications which propose innovative and creative approaches to meeting the educational needs of children with specific learning disabilities, and those which emphasize the prevention and early identification of learning disabilities.

MODEL SECONDARY SCHOOL FOR THE DEAF (P.L. 89-694)

GALLAUDET COLLEGE; KENDALL SCHOOL (P.L. 91-587)

GALLAUDET COLLEGE

SEC. 2

The purpose of Gallaudet College shall be to provide education and training to deaf persons and otherwise to further the education of the deaf.

Gallaudet College

(An Act to authorize the establishment and operation by Gallaudet College of a model secondary school for the deaf to serve the National Capital region.)

KENDALL SCHOOL

(An Act to modify and enlarge the authority of Gallaudet College to maintain, and operate the Kendall School as a demonstration elementary school for the deaf to serve primarily the National Capital region.)

Kendall School

NATIONAL FOUNDATION OF THE ARTS AND HUMANITIES ACT OF 1965 (P.L. 89-209)

SEC. 4 ESTABLISHMENT OF THE NATIONAL FOUNDATION ON THE ARTS AND HUMANITIES

There is established a National Foundation on the Arts and the Humanities. . . which shall be composed of a National Endowment for the Arts, a National Endowment for the Humanities, and a Federal Council on the Arts and the Humanities.

National Foundation on the Arts and the Humanities

The purpose of the Foundation shall be to develop and promote a broadly conceived national policy of support for the humanities and the arts in the United States pursuant to this Act.

SEC. 5 ESTABLISHMENT OF THE NATIONAL ENDOWMENT FOR THE ARTS

The Chairman [of the National Endowment for the Arts], with the advice of the National Council on the Arts, is authorized to establish and carry out a program of contracts with, or grants-in-aid to, groups, or in appropriate cases, individuals of exceptional talent engaged in or concerned with the arts, for the purpose of enabling them to provide or support in the United States—

Chairman, National Endowment for the Arts, National Council on the Arts

(1) projects and productions which have substantial artistic and cultural significance, giving emphasis to American creativity and the maintenance and encouragement of professional excellence;

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
NATIONAL FOUNDATION OF THE ARTS AND HUMANITIES ACT OF 1965 (P.L. 89-209)	**SEC. 5 ESTABLISHMENT OF THE NATIONAL FOUNDATION FOR THE ARTS** There is established within the Foundation a National Endowment for the Arts.	National Endowment for the Arts	**SEC. 5** *(continued)* (2) projects and productions, meeting professional standards of authenticity, irrespective of origin, which are of significant merit and which, without such assistance, would otherwise be unavailable to our citizens for geographic or economic reasons; (3) projects and productions that will encourage and assist artists and enable them to achieve wider distribution of their works, to work in residence at an educational or cultural institution, or to achieve standards of professional excellence; (4) workshops that will encourage and develop the appreciation and enjoyment of the arts by our citizens; (5) other relevant projects, including, surveys, research, planning, and publications relating to the purposes of this subsection.		
	SEC. 6 NATIONAL COUNCIL ON THE ARTS There shall be, within the National Endowment for the Arts, a National Council on the Arts. The Council shall (1) advise the Chairman with respect to policies, programs, and procedures for carrying out his functions, duties, or responsibilities under this Act, and (2) review applications for financial assistance under this Act and make recommendations thereon to the Chairman.	National Council on the Arts			
	SEC. 7 ESTABLISHMENT OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES There is established within the Foundation a National Endowment for the Humanities. The Chairman, with the advice of the National Council on the Humanities, is authorized to— (1) develop and encourage the pursuit of a national policy for the promotion of progress and scholarship in the humanities;	Chairman-National Endowment for the Humanities	**SEC. 7 ESTABLISHMENT OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES** The Chairman, with the advice of the National Council on the Humanities, is authorized to— (1) foster the interchange of information in the humanities; (2) foster, through grants or other arrangements with groups, education in, and public understanding and appreciation of the humanities;	Chairman-National Endowment for the Humanities	

(2) initiate and support research and programs to strengthen the research and teaching potential of the United States in the humanities by making arrangements (including contracts, grants, loans, and other forms of assistance) with individuals or groups to support such activities;

(3) any loans made by the Endowment shall be made in accordance with terms and conditions approved by the Secretary of the Treasury;

(4) award fellowships and grants to institutions or individuals for training and workshops in the humanities. Fellowships awarded to individuals under this authority may be for the purpose of study or research at appropriate nonprofit institutions selected by the recipient of such aid, for stated periods of time.

SEC. 8 ESTABLISHMENT OF THE NATIONAL COUNCIL ON THE HUMANITIES

National Council on the Humanities

There is established in the National Endowment for the Humanities a National Council on the Humanities.

The Council shall (1) advise the Chairman with respect to policies, programs, and procedures for carrying out his functions, and (2) shall review applications for financial support and make recommendations thereon to the Chairman.

SEC. 9 ESTABLISHMENT OF THE FEDERAL COUNCIL ON THE ARTS AND THE HUMANITIES

Federal Council on the Arts and Humanities

There is hereby established within the Foundation a Federal Council on the Arts and Humanities.

The Council shall (1) advise and consult with the Chairman of the National Endowment for the Arts and the Chairman of the National Endowment for the Humanities on major problems arising in carrying out the purposes of the Foundation; (2) coordinate, by advice and consultation, so far as is practicable, the policies and operations of the National Endowment for the Arts and the National Endowment for the Humanities, including joint support of activities, as appropriate; (3) promote coordination between the programs and activities of the Foundation and related programs and activities of other Federal agencies; and (4) plan and coordinate appropriate participation (including productions and projects) in major and historic national events.

(3) support the publication of scholarly works in the humanities; and

(4) insure that the benefit of its programs will also be available to our citizens where such programs would otherwise be unavailable due to geographic or economic reasons.

FEDERAL EDUCATIONAL LEGISLATION					FEDERAL PROGRAM REGULATIONS
PUBLIC LAW	STATUTORY PROGRAM, RESEARCH, and/or DEVELOPMENT REQUIREMENT	RESPONSIBLE AGENT	STATUTORY DISSEMINATION REQUIREMENT	RESPONSIBLE AGENT	
NATIONAL SCIENCE FOUNDATION ACT OF 1950 (P.L. 81-507)	SEC. 3 FUNCTIONS OF THE FOUNDATION The Foundation is authorized and directed to initiate and support basic scientific research and programs to strengthen scientific research potential and science education programs at all levels in the mathematical, physical, medical, biological, engineering, social, and other sciences, by making contracts or other arrangements (including grants, loans, and other forms of assistance) to support such scientific and educational activities and to appraise the impact of research upon industrial development and upon the general welfare; to award. . .scholarships and graduate fellowships in the mathematical, physical, medical, biological, engineering, social, and other sciences. In addition. . .the Foundation is authorized to initiate and support scientific research, including applied research, at academic and other nonprofit institutions. When so directed by the President, the Foundation is further authorized to support, through other appropriate organizations, applied scientific research relevant to national problems involving the public interest.	National Science Foundation	SEC. 3 FUNCTIONS OF THE FOUNDATION The Foundation is authorized and directed. . .to foster the interchange of scientific information among scientists in the United States and foreign countries; to foster and support the development and use of computer and other scientific methods and technologies, primarily for research and education in the sciences; to maintain a current register of scientific and technical personnel, and in other ways to provide a central clearinghouse for the collection, interpretation, and analysis of data on the availability of, and the current and projected need for, scientific and technical resources in the United States, and to provide a source of information for policy formulation by other agencies of the Federal Government; and to publish or arrange for the publication of scientific and technical information, so as to further the full dissemination of information of scientific value consistent with the national interest. The Foundation shall render an annual report to the President for submission. . .to the Congress, summarizing the activities of the Foundation and making such recommendations as it may deem appropriate.	National Science Foundation	

EXPLANATORY NOTES

The table that follows indicates the assigned responsibility for dissemination requirements as found in federal statutes (S) or federal regulations (R). Responsible agents are consolidated into five groups: federal agents, state agents, local agents, advisory councils, and others.

The names of the laws in the following table have been abbreviated. The abbreviations, in alphabetical order, are as follows:

ADAEA	Alcohol and Drug Abuse Education Act
ATDAA	Agricultural Trade Development and Assistance Act
CRA	Cooperative Research Act
EEA	Environmental Education Act
EHA	Education of the Handicapped Act
ESAA	Emergency School Aid Act
ESEA	Elementary and Secondary Education Act
FFA	Future Farmers of America
GEPA	General Education Provisions Act
HEA	Higher Education Act
IEA	Indian Education Act
LSCA	Library Services and Construction Act
MECEA	Mutual Educational and Cultural Exchange Act
NCOLISA	National Commission on Libraries and Information Sciences Act
NDEA	National Defense Education Act
NFOAHA	National Foundation on the Arts and Humanities Act
NRIP	National Reading Improvement Program
NSFA	National Science Foundation Act
SPA	Special Projects Act
VEA	Vocational Education Act

The public law number follows each abbreviation. For example, the General Education Provisions Act is listed as GEPA (P.L. 90-247).

PUBLIC LAW		SECTION	FEDERAL AGENTS	STATE AGENTS	LOCAL AGENTS	ADVISORY COUNCILS	OTHER AGENTS
GEPA (P.L. 90-247)		403	Commissioner (S) Regional Offices (S)				
		405	Director - NIE (S)			National Council on Education Research (S)	
		406	National Center for Education Statistics (S) Assistant Secretary - HEW (S)				
		422	Commissioner (S)	SEA (S-R)	LEA (S-R)		Appropriate Agencies (S-R)
		423	Commissioner (S)				
		424	Assistant Secretary - HEW (S)				
		427			LEA (S-R)		
ESEA (P.L. 89-10)	TITLE I	141			LEA (S-R)		
		148				National Advisory Council on Education of Disadvantaged Children (S)	
		151	Commissioner (S)				
	TITLE II	203		SEA (R)			
	TITLE III	305		SEA (S-R)		State Title III Advisory Council (S-R)	
		306		SEA (S-R)	LEA (S-R)		
		309				National Advisory Council on Supplementary Centers and Services (S)	
	TITLE IV	403		SEA (S-R)	LEA (S-R)	State Title IV Advisory Council (S-R)	

PUBLIC LAW	SECTION	FEDERAL AGENTS	STATE AGENTS	LOCAL AGENTS	ADVISORY COUNCILS	OTHER AGENTS
ESEA TITLE V	503		SEA (S-R)			
	523			LEA (S)		
	533		SEA (S)	LEA (S)		
	541	President (S)			National Council on Quality in Education (S)	
TITLE VII	703	Commissioner (S)				
	721		SEA (S-R)	LEA (S-R)		Higher Education Institutions (S-R)
	722	Secretary of Interior (S)	SEA (R)	LEA (R)		Indian Community Organizations (R)
	731	Commissioner (S) Director - Bilingual Education (S)				
	732				National Advisory Council on Bilingual Education (S)	
	742	Clearinghouse for Bilingual Education (S)	SEA (S)	LEA (S)		Higher Education Institutions (S) Appropriate Agencies (S)
TITLE VIII	810		SEA (S-R)	LEA (S-R)		Higher Education Institutions (S-R) Indian Community Organizations (S-R) Research Agencies (S-R)
	811		SEA (S)	LEA (S)		Higher Education Institutions (S) Appropriate Agencies (S)

PUBLIC LAW	SECTION	FEDERAL AGENTS	STATE AGENTS	LOCAL AGENTS	ADVISORY COUNCILS	OTHER AGENTS
ESEA TITLE IX	903					Appropriate Agencies (S)
IEA (P.L. 92-318)	442				National Advisory Council on Indian Education (S)	
ESAA (P.L. 92-318)	707			LEA (S-R)		Higher Education Institutions (S-R) Appropriate Agencies (S-R)
	710	Assistant Secretary - HEW (S)		LEA (S-R)		
	711				National Advisory Council on Equality of Educational Opportunity (S)	Agencies with T. V. Program Capabilities (S)
	714	Assistant Secretary - HEW (S)				
NDEA TITLE X (P.L. 85-864)	1001	Commissioner (S)				
	1009		SEA (S)			
FFA (P.L. 81-740)	3					Future Farmers of America (S)
	4					Future Farmers of America (S)
HEA TITLE I (P.L. 89-329)	111	President (S)			National Advisory Council on Extension and Continuing Education (S)	
TITLE II	223					Higher Education Institutions (S-R) Appropriate Agencies (S-R)

PUBLIC LAW	SECTION	FEDERAL AGENTS	STATE AGENTS	LOCAL AGENTS	ADVISORY COUNCILS	OTHER AGENTS
HEA TITLE IV	417			LEA (S-R) (secondary and vocational schools)		Higher Education Institutions (S-R) Appropriate Agencies (S-R)
TITLE V	501	Commissioner (S)				
	502				National Advisory Council on Education Professions Development (S)	
	504		SEA (S-R)	LEA (S-R)		Higher Education Institutions (S-R) Appropriate Agencies (S-R)
TITLE X	1054	Commissioner (S)				
	1059		SEA (S)			
CRA (P.L. 83-531)	2	Commissioner (S)				Appropriate Agencies (S)
	4					Appropriate Agencies (S) Higher Education Institutions (S)
SPA TITLE IV (P.L. 93-380)	404	NIE (S) Clearinghouse for Gifted and Talented Children (S)	SEA (S)	LEA (S)		
	405	Commissioner (S) Clearinghouse for Community Schools (S)			Community Education Advisory Council (S)	

PUBLIC LAW	SECTION	FEDERAL AGENTS	STATE AGENTS	LOCAL AGENTS	ADVISORY COUNCILS	OTHER AGENTS
SPA	406	Commissioner (S)			National Advisory Council for Career Education (S)	
	407		SEA (S)	LEA (S)		Higher Education Institutions (S) Appropriate Agencies (S)
	408	Commissioner (S)			National Advisory Council on Women's Educational Programs (S)	Appropriate Agencies (S)
EEA (P.L. 91-516)	2		SEA (S)	LEA (S)		Higher Education Institutions (S) Appropriate Agencies (S) Research Agencies (S)
	3		SEA (S)	LEA (S)		Higher Education Institutions (S) Appropriate Agencies (S) Research Agencies (S)
	6	Commissioner (S)				
ADAEA (P.L. 91-257)	3	Commissioner (S)	SEA (S)	LEA (S)		Higher Education Institutions (S) Appropriate Agencies (S)
NRIP TITLE VII (P.L. 93-380)	705		SEA (S)	LEA (S)		
	714		SEA (S)	LEA (S)		Higher Education Institutions (S) Appropriate Agencies (S)
	721					Agencies with T. V. Program Capabilities (S)

PUBLIC LAW	SECTION	FEDERAL AGENTS	STATE AGENTS	LOCAL AGENTS	ADVISORY COUNCILS	OTHER AGENTS
NRIP	722					Higher Education Institutions (S) Appropriate Agencies (S)
VEA TITLE I (P.L. 88-120)	104				National Advisory Council on Vocational Education (S) State Advisory Council on Vocational Education (S-R)	
	122		SEA (S)			
	123		SEA (S-R)			
	131		SEA (S-R)			Higher Education Institutions (S-R) Appropriate Agencies (S-R)
	142		SEA (S-R)	LEA (S-R)		
	161		SEA (S-R)			
	189		SEA (S-R)	LEA (S-R)		Higher Education Institutions (S-R)
	192	Commissioner (S) Secretary of Labor (S)				
LSCA (P.L. 84-597)	3					Public Libraries (S)
	6					State Agency Library (S)
	402					State Agency Library (S)
NCLISA (P.L. 91-345)	5	National Commission on Libraries and Information Science (S)				

PUBLIC LAW	SECTION	FEDERAL AGENTS	STATE AGENTS	LOCAL AGENTS	ADVISORY COUNCILS	OTHER AGENTS
USIEEA (P.L. 80-402)	2	Director - U.S. Information Agency (S)				
	202	Director - U.S. Information Agency (S) Secretary of State (S)				
AIDAA (P.L. 83-480)	104	President (S)				
MECEA (P.L. 87-256)	106				U.S. [illegible]ory Commission on International Education (S)	
	107				Advisory Commission (S) Board of Foreign Scholarships (S) Advisory Committee on the Arts (S)	
ESEA TITLE III Amendments of 1966 (P.L. 89-750)	309	Clearinghouse on Adult Education (S)	SEA (S)			
	310				State Advisory Council on Adult Education (S-R)	
	311	President (S)			National Advisory Council for Adult Education (S)	
	314		SEA (S)	LEA (S)		Appropriate Agencies (S) Indian Tribes (S)
	396					Corporation for Public Broadcasting (S-R)
EHA (P.L. 91-230)	602		SEA (S-R)	LEA (S-R)		
	604				National Advisory Committee on Handicapped Children (S)	
	613		SEA (S-R)	LEA (S-R)		

PUBLIC LAW	SECTION	FEDERAL AGENTS	STATE AGENTS	LOCAL AGENTS	ADVISORY COUNCILS	OTHER AGENTS
EHA	621		SEA (S-R)	LEA (S-R)		Higher Education Institutions (S-R)
	622		SEA (S-R)	LEA (S-R)		Higher Education Institutions (S-R) Appropriate Agencies (S-R)
	623		SEA (S-R)	LEA (S-R)		Higher Education Institutions (S-R) Appropriate Agencies (S-R)
	624	Commissioner (S)	SEA (S-R)	LEA (S-R)		Higher Education Institutions (S-R) Appropriate Agencies (S-R)
	633					Appropriate Agencies (S-R)
	641		SEA (R)	LEA (R)		Higher Education Institutions (R) Research Agencies (R)
	642		SEA (R)	LEA (R)		Higher Education Institutions (R) Research Agencies (R)
	651		SEA (State Schools for the Handicapped) (S)	LEA (S)		
	652	Commissioner (S)				Appropriate Agencies (S)
	661		SEA (S)	LEA (S)		Higher Education Institutions (S) Research Agencies (S)
NFAHA (P.L. 89-209)	5	Chairman, National Endowment for the Humanities (S)			National Council on the Arts (S)	
	7	Chairman, National Endowment for the Arts (S)				
NSFA (P.L. 81-507)	3	National Science Foundation (S)				

Appendix C: Categorial Analysis of Dissemination Requirements

EXPLANATORY NOTES

This table indicates the responsible agent for dissemination, the target audience to which dissemination is directed, and the type of dissemination activity. Items are listed by Public Law, Section, and Title.

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT												
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
General Education Provisions Act (P.L. 90-247)														
Sec. 403 Office of Education	Commissioner,	Congress		x										
	Regional Offices	SEA; LEA; Higher Education Institutions; Other Appropriate Agencies							x				x	x
Sec. 405 National Institute of Education	National Council on Educational Research;	NIE								x				
	Director, NIE		x			x			x			x	x	x
Sec. 406 National Center for Education Statistics	National Center for Education Statistics;								x			x		
	Assistant Secretary	Congress		x										
Sec. 422 Collection and Dissemination of Information	Commissioner	Public; Congress; SEA; LEA		x			x	x	x					

PUBLIC LAW, SECTION, AND TITLE		RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
				Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Sec. 422	*(continued)*	SEA; LEA; Other Appropriate Agencies	Public; Congress, SEA; LEA		x			x	x	x					
Sec. 423	Catalog of Federal Programs Assistance Programs	Commissioner						x	x	x					
Sec. 424	Compilation of Assisted Innovative Projects	Assistant Secretary, HEW						x	x						
Sec. 427	Parental Involvement and Dissemination	LEA	Parents; Public; Educational and Other Professional Communities	x		x		x		x					
Elementary and Secondary Education Act, As Amended, ESEA (P.L. 89-10)															
Title I															
Sec. 141	Application	LEA	Parents; Public	x				x							
		LEA	Teachers and Administrators							x		x			
Sec. 148	National Advisory Council on the Education of Disadvantaged Children	National Advisory Council	President; Congress		x										

PUBLIC LAW, SECTION, AND TITLE		RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT												
				Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Sec. 151	Program Evaluation	Commissioner	Congress		x										
		Commissioner	SEA; LEA; Education Profession; Public	x			x	x		x					
Title III Sec. 303	Uses of Federal Funds	LEA		x											
Sec. 305	State Plans	SEA		x								x			
		State Title III Advisory Council	Commissioner		x										
Sec. 306	Special Programs and Projects	SEA; LEA	LEA				x			x		x			
Sec. 309	National Advisory Council on Supplementary Services and Centers	National Advisory Council	Congress; President	x	x										
Title IV Sec. 403	State Plans	SEA		x			x		x	x		x		x	
		State Title IV Advisory Council	Commissioner	x	x										
		LEA								x					

PUBLIC LAW, SECTION, AND TITLE		RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
				Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Title V															
Sec. 503	Grants From Apportioned Funds	SEA							x						x
Sec. 523	Grants From Apportioned Funds	LEA					x			x		x			
Sec. 533	Application	SEA; LEA	Public	x		x		x					x		
Sec. 541	National and State Advisory Councils	President	Congress		x										
		National Council on Quality in Education	President; Congress	x	x										
		National Council on Quality in Education	SEA; LEA							x					
Title VII															
Sec. 703	Definitions; Regulations	Commissioner	Educators						x	x					
Sec. 721	Bilingual Education Programs	SEA; LEA; Higher Education Institutions	SEA; LEA; Higher Education Institutions				x								

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Sec. 722 Indian Children in Schools	Secretary of Interior	Congress; President		x										
	SEA; LEA; Indian Community Organizations						x							
Sec. 731 Office of Bilingual Education	Commissioner; Director of Bilingual Education	Congress; President		x										
Sec. 732 National Advisory Council on Bilingual Education	National Advisory Council	Congress; President		x										
Sec. 742 Research and Demonstration Projects	SEA; LEA; Higher Education Institutions; Public and Private Agencies;								x					
	Clearinghouse for Bilingual Education		x						x			x		

PUBLIC LAW, SECTION, AND TITLE		RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
				Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Title VIII															
Sec. 810	Improvement of Educational Opportunities for Indian Children	SEA; LEA; Indian Community Organizations Higher Education Institutions; Other Public and Private Nonprofit Institutions		x			x			x					
Sec. 811	Consumers' Education Program	SEA; LEA; Higher Education and Other Public and Private Nonprofit Institutions								x					
Title IX															
Sec. 903	Authorized Activities	Public and Nonprofit Private Agencies	Elementary and Secondary Schools; Higher Education Institutions							x					
Indian Education Act (P.L. 92-318)															
Sec. 442	National Advisory Council on Indian Education	National Advisory Council		x											

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Emergency School Aid Act (Title VII of P.L. 92-318)														
Sec. 707 Authorized Activities	LEA; Higher Education Institutions; Other		x											
Sec. 710 Applications	LEA; Assistant Secretary HEW	Public		x			x							
Sec. 711 Educational Television	Agencies with T.V. Programming Capabilities	Public					x							
Sec. 714 Reports	Assistant Secretary HEW	President; Congress		x										
Sec. 716 National Advisory Council	National Advisory Council on Equality of Educational Opportunity	Congress; Assistant Secretary HEW		x										
National Defense Education Act of 1958 (P.L. 85-864)														
Title X														
Sec. 1001 Administration	Commissioner	Congress		x										

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT												
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Sec. 1009 Improvement of Statistical Services of State Educational Agencies	SEA		x	x			x		x			x		x
Future Farmers of America (P.L. 81-740)														
Sec. 3 Purposes	FFA	FFA members						x						
Sec. 4 Corporation Power	FFA							x						
Higher Education Act of 1965 (P.L. 89-329)														
Title I														
Sec. 111 National Advisory Council on Extension and Continuing Education	National Advisory Council on Extension and Continuing Education	Secretary; Commissioner; President		x										x
	President	Congress		x										
Title II (Part B)														
Sec. 223 Research and Demonstration Relating to Libraries and the Training of Library Personnel	Higher Education Institutions; Other					x	x							
Title IV														
Sec. 417 Authorized Activity	Higher Education Institutions; Public and Private Agencies; Secondary and Vocational Schools					x	x							x

PUBLIC LAW, SECTION, AND TITLE		RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
				Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Title V (Part A)															
Sec. 501	Statement of Purpose	Commissioner							x						
Sec. 502	National Advisory Council on Education Professions Development	National Advisory Council	President; Congress		x										
Sec. 504	Attracting Qualified Persons to the Field of Education	SEA; LEA; Institutions of Higher Education; Other	Students					x							
Title X															
Sec. 1054	General Responsibilities of Commissioner of Education	Commissioner					x	x							
Sec. 1055	State Administration	State Advisory Council on Vocational Education		x											
Sec. 1059	Technical Assistance; Model Programs	SEA					x								
Cooperative Research Act (P.L. 83-531)		Appropriate Agencies													x
Sec. 2	Educational Research and Training	Commissioner	Congress		x										

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Sec. 4 Construction of Regional Facilities for Research and Related Purposes	Higher Education Institutions; Appropriate Public or Nonprofit Private Agencies					x			x					x
Special Projects Act (P.L. 93-380)	NIE													x
Sec. 404 Gifted and Talented Children	Clearinghouse for Gifted and Talented Children											x		
	SEA; LEA		x			x								x
Sec. 405 Community Schools	Commissioner	SEA; LEA					x		x				x	
	Clearinghouse for Community Schools								x			x		
	Community Education Advisory Council	Congress	x											
Sec. 406 Career Education	Commissioner;	Congress	x											

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT												
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Sec. 406 *(continued)*	National Advisory Council for Career Education	Congress	x	x										
Sec. 407 Consumers' Education	SEA; LEA; Higher Education Institutions; Others								x					
Sec. 408 Women's Educational Equity	Public and Private Non-profit Agencies		x						x					
	Commissioner	Congress		x										
	National Council on Women's Educational Programs			x										
Environmental Education Act (P.L. 91-516)														
Sec. 2 Statement of Findings and Purpose	Institutions of Higher Education; SEA; LEA; Regional Research Organizations; Others	Educators							x					

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance, Training	Dissemination With No Referent
Part C														
Sec. 721 Special Emphasis Projects	Agencies with T.V. Program Capabilities	Elementary School Teachers							x					
Sec. 722 Reading Training on Public Television	Higher Education Institutions; Public or Nonprofit Private Agencies	Elementary School Teachers							x					
Vocational Education Act of 1963, As Amended (P.L. 88-120)														
Sec. 104 National and State Advisory Council	National Advisory Council on Vocational Education		x											
	State Advisory Council		x	x										
Part B														
Sec. 122 Use of Federal Funds	SEA		x											
Sec. 123 State Plans	SEA		x											

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Part C Sec. 131 Authorization of Grants and Contracts, and Sec. 132 Uses of Federal Funds	SEA; LEA; Higher Education Institutions; Public and Private Nonprofit; State Research Coordination Units					x		x	x				x	x
Part D Sec. 142 Authorization of Grants and Contracts	SEA; LEA					x			x					
Part F Sec. 161 Authorization	SEA					x							x	
Part I Sec. 189 Authorization	SEA; LEA; Higher Education Institutions; Others								x					
Part J Sec. 192 General Responsibilities of the Commissioner	Commissioner; Secretary of Labor													x
Library Services and Construction Act (P.L. 84-597) Sec. 3 Definitions	Public Libraries						x	x						x

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Sec. 6 State Plans and Programs	State Library Agency		x											
Title IV Sec. 402 Uses of Federal Funds	State Library Agency	Elderly Readers					x							
National Commission on Libraries and Information Science Act (P.L. 91-345) Sec. 5 Functions	National Commission on Library and Information Science			x				x						
United States Information and Educational Exchange Act of 1948 (P.L. 80-402) Sec. 2 Objectives	Director, U.S. Information Agency	Audiences Abroad					x							
Title II Sec. 202 Books and Materials	Secretary of State; Director, U.S. Information Agency	Audiences Abroad					x	x						
Agriculture Trade Development and Assistance Act of 1954 (P.L. 83-480) Sec. 104	President	Audiences Abroad										x		

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Sec. 311 National Advisory Council for Adult Education	National Advisory Council	President		x										
	President	Congress		x										
Sec. 314 Improvement of Educational Opportunities for Adult Indians	SEA; LEA;		x											
	Public Agencies; Indian Tribes		x											
Communication Act of 1934 (As Amended by Elementary and Secondary Education Amendments of 1966)														
Sec. 396 Purposes and Activities of the Corporation	Corporation for Public Broadcasting	Public					x	x				x		
Education of the Handicapped Act (P.L. 91-230)														
Sec. 602 Definitions	SEA; LEA					x								x
Sec. 604 National Advisory Committee on Handicapped Children	National Advisory Council on Handicapped Children	Congress; Commissioner; Assistant Secretary - HEW		x										
Sec. 613 State Plans	SEA; LEA	Teachers and Administrators of the Handicapped							x		x			

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adoption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Mutual Educational and Cultural Exchange Act of 1961 (P.L. 87-256)														
Sec. 106	U.S. Advisory Commission on International Education and Cultural Affairs	Congress		x										
Sec. 107	Board of Foreign Scholarships; Advisory Commission on International and Cultural Affairs; U.S. Advisory Committee on the Arts	Congress; Public; Audiences Abroad		x			x							
Elementary and Secondary Education Amendments of 1966 (P.L. 89-750)	SEA			x			x							x
Title III														
Sec. 309A Clearinghouse on Adult Education	Clearinghouse on Adult Education											x		
Sec. 310 State Advisory Councils	State Advisory Council on Adult Education	SEA;		x										

PUBLIC LAW, SECTION, AND TITLE		RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT												
				Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Sec. 621	Regional Resource Centers	SEA; LEA; Higher Education	Trainees; Professional Personnel				x	x		x				x	
Sec. 622	Centers and Services for Deaf/ Blind Children	SEA; LEA; Higher Education; Appropriate Public and Private Nonprofit Agencies					x								
Sec. 623	Early Education for Handicapped Children	SEA; LEA; Higher Education; Public and Private Nonprofit Agencies	Parents of Handicapped Children; Public					x		x					
Sec. 624	Research, Innovation, Training, and Dissemination Activities in Connection with Centers and Services for the Handicapped	Commissioner; SEA; LEA; Other Appropriate Agencies						x		x				x	
Sec. 633	Grants or Contracts to Improve Recruitment of Educational Personnel, and to Improve Dissemination of Information Concerning Educational Opportunities for the Handicapped	Public or Nonprofit Private Agencies	Parents; Teachers; Others; SEA; LEA					x		x		x			

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT												
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Sec. 651 Purpose	State Schools for Handicapped	Handicapped Persons; Parents; Potential Employers; Others working with the Handicapped						x	x					
Sec. 652 Captioned Films and Educational Media for Handicapped	Commissioner; Other Appropriate Agencies	Handicapped Persons; Parents; Potential Employers; Others working with the Handicapped					x	x	x					
Sec. 661(a) Research, Training, and Model Centers	SEA; LEA; Higher Education; Others	Educational Institutions, Organizations, and Agencies	x			x			x					
National Foundation on the Arts and Humanities Act of 1965 (P.L. 89-209)														
Sec. 5 Establishment of the National Endowment for the Arts	Chairman, National Endowment for the Arts; National Council on the Arts	Public					x	x						

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT											
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
Sec. 7 Establishment of the National Endowment for the Humanities	Chairman, National Endowment for the Humanities	Public					x	x	x					
National Science Foundation Act of 1950 (P.L. 81-507)	National Science Foundation	Congress; President		x										
Sec. 3 Functions of the Foundation	National Science Foundation						x	x				x		
Sec. 3 Environmental Education	Institutions of Higher Education; SEA; LEA; Regional Research Organizations; Other	Educators	x				x							
Sec. 6 Administration	Commissioner	Interested Groups					x							
Alcohol and Drug Abuse Education Act (P.L. 91-257)														
Sec. 3 Alcohol and Drug Abuse	SEA; LEA; Higher Education Institutions; Public and Private Nonprofit Agencies	Educators; Law Enforcement Officials; Other Interested Groups	x			x			x				x	
	Commissioner	Congre..		x										

PUBLIC LAW, SECTION, AND TITLE	RESPONSIBLE AGENT	TARGET AUDIENCE	NATURE OF DISSEMINATION REQUIREMENT												
			Evaluate and Disseminate	Reporting	Parental Involvement	Model or Demonstration Project	Public Information	Publications	Program Information for Educators	Recommendations on Dissemination Policy	Adoption/ Adaption	Information Collection	Technical Assistance; Training	Dissemination With No Referent
National Reading Improvement Program (Title VII – P.L. 93-380)														
Part A Sec. 705 Projects Authorized	SEA; LEA						x							
Part B Sec. 714 Agreements with State Educational Agencies	SEA; LEA; Higher Education Institutions; Other Agencies	Educators; Public					x		x					